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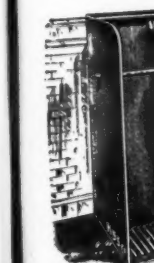
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Gregg	Gregg Publishing Company	Chicago, New York
Houghton	Houghton, Mifflin & Co.	Boston, New York, Chicago
Jenkins	Wm. R. Jenkins Company	New York City
Laird	Laird & Lee	Chicago, Ill.
Lippincott	J. B. Lippincott Company	Philadelphia, Pa.
Merrill	Charles E. Merrill Co.	New York, Chicago
Merriam	G. & C. Merriam Company	Springfield, Mass.
Macmillan	The Macmillan Co.	New York, Chicago, Boston
McNally	Rand, McNally & Co.	Chicago, New York
Peckham	Peckham, Little & Co.	New York
Pitman	Isaac Pitman & Sons	New York
Prang	Prang Educational Co.	New York, Chicago
Row	Row, Peterson & Co.	Chicago, Ill.
Sadler	Sadler-Rowe Company	Baltimore, Md.
Simmons	Parker P. Simmons	New York City
Sanborn	Benj. H. Sanborn & Co.	Boston, New York, Chicago
Silver	Silver, Burdett & Co.	Boston, New York, Chicago
Sower	Christopher Sower & Co.	Philadelphia, Pa.

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BOOKS RECEIVED.

Studies and Observations in the Schoolroom. By Henry Elton Kratz, superintendent of schools, Calumet, Mich. 220 pages. Price, 80 cents. Educational Publishing Co., New York.

The Psychology and Pedagogy of Reading. With a review of the history of reading and writing and of methods, texts, and hygiene in reading. By Edmund Burke Huey, A. M., Ph. D. 469 pages. Price, \$1.40, net. The Macmillan Co., New York.

Jacquette, a Sorority Girl. By Grace Ethelwyn Cody. Illustrated by Chas. Johnson Post. 300 pages. Price, \$1.25. Duffield & Co., New York.

The Boy Geologist. By Prof. E. J. Houston, author of "The Young Prospector." With illustrations by Herbert Pullinger. 320 pages. Illustrated. Price, cloth, \$1.00. Henry Altemus Co., Philadelphia.

The Ugly Duckling and Other Stories. By Hans Christian Anderson. In the amanuensis style of phonography. By Benn Pitman & Jerome B. Howard. The Phonographic Institute Co., Cincinnati.

A List of Logograms, Contractions, Phrases and Other Special Forms. Contained in the phonographic amanuensis. By Jerome B. Howard. The Phonographic Institute Co., Cincinnati.

The Technique of English. By Oscar Schleif. 45 pages. Published by the author, 1748 North Tenth St., Philadelphia, Pa.

Selected Poems and Songs of Robert Burns. Edited with notes and an introduction. By

Philo Melvyn Buck. 323 pages. Price, 25 cents, net. The Macmillan Co., New York.

Greek Myths and Their Art. By Chas. E. Mann, superintendent of schools, Batavia, Ill. 155 pages. The Prang Educational Co., New York, Chicago.

The Ifs of History. By Joseph Edgar Chamberlin. 203 pages. Henry Altemus Company, Philadelphia.

The History of Music to the Death of Schubert. By John K. Paine, late professor of music in Harvard university. 8vo., cloth, 314 pages. List price, \$2.00. Mailing price, \$2.10. Ginn & Company, Boston, New York, Chicago.

The Necessity of School Instruction in Oral Hygiene. By Paul Gardiner White, M. D., Boston. Paper, 16 pages, 8vo., n. p. Published by the author.

The Bailey-Manly Spelling Book. By Eliza R. Bailey and John H. Manly. Price, 30 cents, postpaid. Houghton, Mifflin & Company, Boston.

The Beginners' Primer. Cloth, 126 pages, illustrated. Price, 25 cents, net, postpaid. Houghton, Mifflin & Company, Boston, Mass.

COMING CONVENTIONS.

March 13. Association of Teachers of History in the Middle States and Maryland, Baltimore.

March 14. Association of Teachers of Science and Mathematics, Baltimore.

March 27, 28. Northern Wisconsin Teachers' Association, Ashland. Supt. W. E. Maddock, secretary, Superior.

April 2, 3, 4. Northeast Kansas Teachers'

Association, Leavenworth. Supt. M. E. Pearson, Kansas City, Kans., president; Miss Pearl McCurdy, Seneca, secretary.

April 2, 3, 4. Southeastern Iowa Teachers' Association, Davenport. Supt. F. L. Smart, local chairman.

April 8, 11. Western Drawing and Manual Training Association, Indianapolis. Miss Wilhelm Seegmiller, local committee. R. A. Kissack, secretary, St. Louis.

April 9, 10, 11. Louisiana School Board Association, New Orleans. L. J. Alleman, secretary, LaFayette, La.

April 9, 10, 11. Louisiana Public State Teachers' Association, New Orleans. Nicholas Bauer, secretary.

Eastern Manual Training Association, Washington, D. C., April 13 to 15, 1908. Anna F. Burbank, secretary.

April 16, 17, 18. Middle Tennessee Teachers' Association, Nashville.

April 16, 17, 18. Alabama Educational association, Montgomery. W. C. Griggs, secretary, Birmingham.

May 7, 8, 9. Michigan State Superintendents and School Boards' Association, Lansing. M. W. Longman, secretary, Otsego.

June 29, July 1, 2, 3. National Education Association, Cleveland, O.

July 7, 8, 9. American Institute of Instruction, Burlington, Vt. Edwin C. Anderson, secretary, Ansonia, Conn.

July 7, 8, 9. Catholic Education Association, Cincinnati, O. Rev. Francis W. Howard, secretary general, Columbus.

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We have just published a work entitled "The American Government," edited by H. C. Gauss, Esq. Mr. Gauss is a trained journalist at present occupying the responsible position of Private Secretary to Attorney General Bonaparte.

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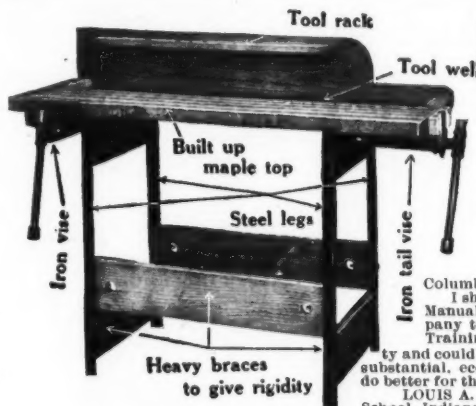
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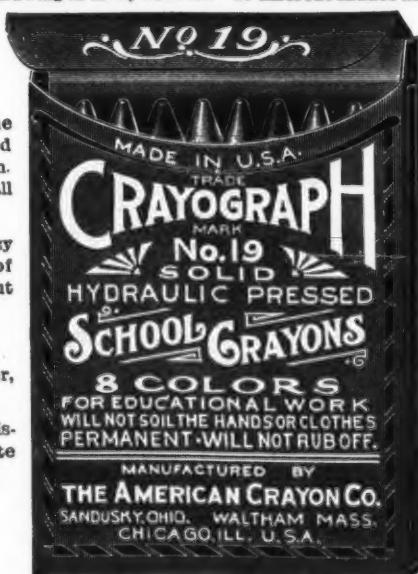
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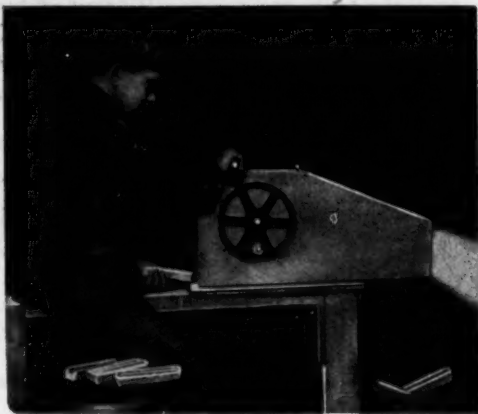


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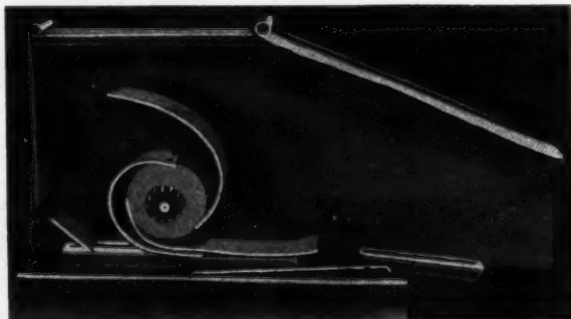
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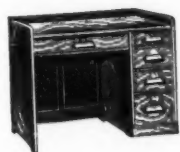
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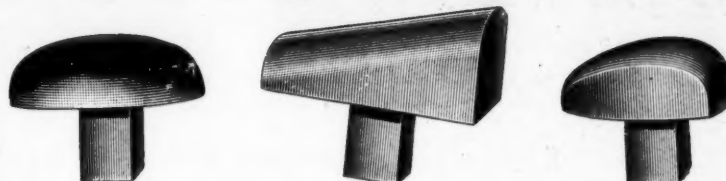
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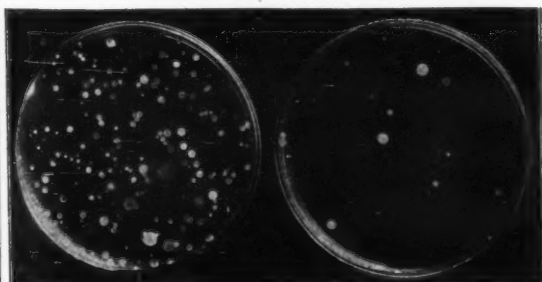
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THE NEW MOVEMENT.

Industrial education as exemplified in trade schools and technical training in various branches is receiving the attention of educators, economists and philanthropists throughout the country.



Transportation of Pupils.

The revised laws requiring street railroads to transport "pupils of the public schools" at half rates, was amended by the insertion of the words "or private" after the word "public." *Held*, that the word "private" as so used, included only such schools as were *ejusdem generis* with the public schools previously mentioned, namely, in which instruction was permitted to take the place of the compulsory instruction required in the public schools designated by the revised laws (c. 42, §§ 1, 2), and hence did not include education in a private business college.—*Commonwealth v. Connecticut Valley St. Ry. Co.* (82 N. E. 19, Mass.)

The word "pupils," as used in the revised laws (c. 112, § 72), requiring street railroads to transport the pupils of public schools at half rates, means children and youths attending the public schools, and does not include students in colleges and professional schools, nor young men or boys attending nautical or industrial schools, nor adults attending evening schools or evening high schools, nor children attending vacation schools.—*Commonwealth v. Connecticut Valley St. Ry. Co.* (82 N. E. 19, Mass.)

The schools referred to in the revised laws (c. 42, §§ 1, 2), requiring cities and towns to maintain certain schools, are open under proper regulations to all children of the city or town, and all children between the ages of 7 and 14 are obliged to attend such schools, unless they receive equivalent instruction outside of them. *Held*, that the revised laws (c. 112, § 72), providing that street railroad companies shall transport pupils of the "public schools" at half fare, while traveling to and from the school houses in which they attend school, referred to those schools mentioned in chapter 42, §§ 1, 2, which are a part of the system of compulsory education for children, and did not include other schools maintained at public expense, such as industrial schools, nautical schools, evening schools, etc., authorized by sections 10, 11, 12, 15 and 16.—*Commonwealth v. Connecticut Valley St. Ry. Co.* (82 N. E. 19, Mass.)

After a claim against a school district has been duly established and liquidated, mandamus proceedings is the proper remedy to compel payment thereof.—*Whitaker & Ray Co. v. Roberts* (155 F. 882, U. S. C. C., Nev.)

District Property, Etc.

Where the action of the directors of a school district in purchasing a new school site was reversed by the county superintendent on appeal, the district had no longer any authority to hold or use the site so purchased.—*Independent School Dist. of Douds v. McClure* (113 N. W. 554, Ia.)

A school district has no authority to acquire real property and hold it for any other purpose than as a school site, nor can the board of school directors bind the district to pay for property acquired and hold it for any other purpose.—*Independent School Dist. of Douds v. McClure* (113 N. W. 554, Ia.)

The law (§ 2743), authorizing school districts to hold property, etc., only confers power to purchase and hold property for the purposes specified by statute.—*Independent School Dist. of Douds v. McClure* (113 N. W. 554, Ia.)

Where the action of school directors in purchasing a school site from defendant was reversed by the county superintendent, such ac-

tion prevented title vesting in the school district, and the situation was the same as if no deed had been given or the property had been abandoned under its code (§ 2816), providing that, in case of nonuser for school purposes for two years continuously of any real estate acquired for a school house, it shall revert to the owner on payment of the price without interest, together with the value of the improvements, etc.—*Independent School District of Douds v. McClure* (113 N. W. 554, Ia.)

The constitution of North Carolina (art. 9, § 1), declares that schools and the means of education shall be forever encouraged, and commands in section 3 that one or more public schools shall be maintained for four months in every year in each school district in each county of the state, and that the school commissioners shall be liable to indictment for failure to comply with this requirement. Article 5, § 1, directs the levying of a capitation tax by the central assembly, which shall be equal on each to the tax on property valued at \$300, and the state and county capitation tax combined shall never exceed \$2.00 on the head. Section 6 provides that the taxes levied by the commissioners for county purposes shall never exceed the double of the state tax, except for a special purpose and with the special approval of the general assembly. Revisal 1905, § 4112, authorizes the board of county commissioners, if the tax levied by the state for the support of the public schools is insufficient to maintain one school in each school district for four months in each year, to levy a special tax to supply the deficiency. *Held*, that the county commissioners may, where the tax levied by the state for the support of the public schools is insufficient, levy a special tax observing the equation between property and the poll fixed in the constitution sufficient to maintain a public school in each school district for four months in each year, though it exceed the limitations fixed in the constitution, article 5.—*Collie v. Commissioners of Franklin County* (59 S. E. 44, N. C.)

Claims Against District.

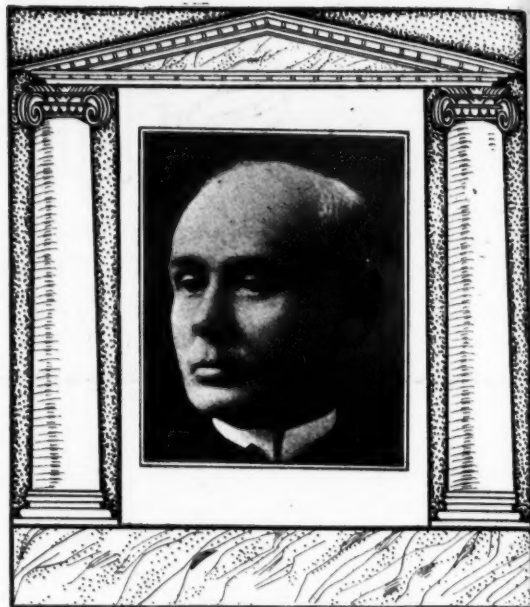
Where, in a suit against a county school superintendent, a board of citizens and tax payers, and a board of county commissioners, to compel payment for certain school desks purchased by a board of school trustees, as authorized by Comp. Laws Nev., §§ 1294, 1298, it appeared that the trustees executed the contract, received the desks, and allowed the complainant's claim, which was thereafter disallowed by defendants, a bill not joining the school trustees representing the school district, from whose funds any judgment would have to be paid, nor praying any relief against them, was demurrable.—*Whitaker & Ray Co. v. Roberts* (155 F. 882, U. S. C. C., Nev.)

Denied to Y. M. C. A.

County Superintendent Mark Keppel of Los Angeles County, California, has decided that Y. M. C. A. and Y. W. C. A. organizations have no proper or legal place in the Whittier union high school. A citizen of Whittier complained to the state authorities that sectarianism had been taught in the school and demanded that the state aid be withdrawn. Upon investigation, Mr. Keppel sustained the contention of the complainant. The board of education promptly passed resolutions denying the use of the school to the associations.

Reading Has New Scale.

The school board of Reading, Pa., has adopted a new flexible scale of salaries for its high school instructors. Under the old schedule teachers began at \$750 and were advanced automatically without reference to experience, or efficiency. As a result, several teachers of great



MR. H. P. HENDERSON,
Salt Lake City, Utah.
President-elect, School Board.

value resigned, who might have been held if a proper recognition of their services had been possible.

The new rules of the board read:

The minimum salaries of the boys' high school teachers shall be \$750 per annum, and the maximum, \$2,000 per annum; the minimum salary of the girls' high school teachers shall be \$650 per annum, and the maximum, \$1,500 per annum.

The fixing of high school instructors' salaries, any increases or decreases, shall be done by the board, upon recommendation of the superintendent of schools to the teachers' committee, at the annual election of teachers, or oftener, if deemed necessary.

"Departments shall be organized for the several studies in the Boys' and Girls' high schools, to which shall be assigned competent members of the respective faculties as heads. These heads of departments shall be directly responsible to the principal of the respective school for the conduct and work of their branch, thus facilitating supervision and insuring more thorough work."



Fatal.

Miss Grammar: But, you have some references from your last superintendent?

Miss Primer: No, I tore them up.

Miss Grammar: I shouldn't have done that.

Miss Primer (hastily): Yes, you would, if you had seen them.

SOME
I

It will read administrator success or failure of the teacher the school plan characteristic ministering to himself in his scarcely need to consider, for school administration.

In this discussion the man who such. By his a barrier between dry-rot with later infects charge. The dry-rot teachers workers. It a school of the fall into the whose only is attached and carries a child her little floor nized at significant non-attendance conventions, by bored when consideration in too numerous influence is her own school man who, a communication ers and their be said of s old, "It were hanged the midst of fend one of heart is in l and is not devise ways from the p

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SOME ELEMENTS OF SUCCESS AND FAILURE IN PROFESSIONAL SCHOOL ADMINISTRATION

BY SUPT. F. W. ELSE

It will readily be granted that the school administrator himself is the largest factor of success or failure in his work. As the qualities of the teacher determine largely the morals of the school placed in her care so it is that the characteristics of the one charged with administering a system of schools reflect themselves in his larger field. This obvious truth scarcely needs statement and we shall proceed to consider, first, the personal equipment of the school administrator.

In this discussion facts compel us to consider the man who has no liking for his work as such. By his personal attitude he has erected a barrier between them and himself and the dry-rot with which he is infected sooner or later infects the entire system of which he has charge. The dry-rot superintendent and the dry-rot teacher belong to the artisan class of workers. It is little short of a calamity when a school of thirty or forty little minds and souls fall into the hands of a time-serving teacher whose only interest in her calling is the salary attached and who, eating of dead sea apples carries a chilling and life killing influence to her little flock. This genus of teacher is recognized at sight, but is known further by her non-attendance at teachers' meetings and conventions, by her ill concealed manner of being bored whenever school matters are under consideration in her presence, and by other signs too numerous to mention. Fortunately, her influence is confined, in a measure at least, to her own school. But, what shall we say of the man who, as the head of the entire system, communicates his disease to his corps of workers and their precious charges? Should it not be said of such, in the words of the writer of old, "It were better for him that a millstone were hanged about his neck, and he cast into the midst of the sea than that he should offend one of these little ones?" Unless a man's heart is in his work he is foredoomed to failure and is not worth further notice unless it be to devise ways and means of effecting his removal from the profession.

Professional Training.

The person then who is *en rapport* with his vocation, the artist as opposed to the artisan, should possess broad and thorough scholarship, broad that he may intelligently administer all departments of school activity, thorough that he may secure and maintain a high standard of efficiency. Unless he possesses accurate and thorough knowledge of the work to be done and is able to balance the various lines of school activity so that they shall present a symmetrical whole the net result will fall far short of possible and proper achievement. Rather will the result be characterized by overdevelopment along the lines of his personal preferences while other phases, quite as important, will suffer through neglect.

To secure this thorough work and well balanced achievement, training and experience also add their weight. While practical experience can be acquired only on the "firing line," professional training is coming more and more to be recognized as of vital importance. The time is not far in the future when training equivalent to that demanded of the lawyer and the physician will also be required of every one who seeks to administer a system of schools. And why not? Are not the interests committed to his keeping of more transcendent importance than the duties, high and honorable though

they be, of the learned profession? Happily there are now organizing throughout the country, in our state universities and elsewhere, professional schools for training school administrators. At present, however, it is more or less necessary that a man depend on other sources for help; partly on what he has learned through his own observation or acquired through personal experience or gained from his professional reading, partly on his own common sense of the eternal fitness of things. For the rest, which is sometimes a large part, he must trust to luck and the fates. Our plea is for the professionally trained administrator.

Official Relations.

This professional training which a superintendent must somehow acquire, despite inadequate opportunities, involves a technical knowledge of the limits and bounds of his work. If he is to avoid humiliation and possible shipwreck the one in charge of a school system must know his exact legal relations to every department with which he is connected; not that these legal relations will or should often come to the surface. He must, nevertheless, know clearly the path marked out.

As the pilot, guiding his vessel through a tortuous channel, must be able to locate the rocks that line his pathway, so must the school pilot guide the interests committed to him, with a full knowledge that there are narrow channels through which he must pass, and, through these he may pass in safety, as does the pilot, provided he can read clearly his school compass and keep to the channel.

We insist that the official and legal relations the superintendent bears to his teachers, pupils and to the community at large should rarely be made prominent. But, to insure such conditions the superintendent must know the technical phases of his work as, knowing them, he can best avoid conflict because of them. Then, too, this knowledge gives him added power as only the man who is sure of the principles with which he is dealing can move confidently and with certainty along the pathway of success. Not only must he know his own personal, official relations but those of his assistants as well, for he is called upon almost daily for information or advice. And, be it said, in no surer way can he win and retain the confidence of his co-workers than by his ability to meet their needs in this regard.

Strong Leadership.

The characteristics of the efficient administrator, thus far noted, contribute in large measure toward giving him the respect and confidence that all should feel in one who is placed in a position of power and authority. If he performs these functions circumspectly and with wisdom, his leadership will be recognized and welcomed. Here, let us say that one may possess a liking for his work, may possess scholarship and special training, but unless he can somehow impress his co-workers with his fitness for leadership he will invariably fall short of possible attainment. Alexander the Great said, "I would rather have an army of deer led by the lion than an army of lions led by a deer." We believe some superintendents, otherwise strong, fail because of their aloofness and inability to come into proper spiritual relations with their teachers. And, this is true because they do not realize that teaching, and all work related to it, is at the core a spiritual

process. The best laid plans are doomed to defeat if the leader remains in his tent. He must mingle with his officers and men and by his personal enthusiasm inspire them with confidence in him and a determination to do all in his power to aid him in realizing his ambition.

Some wit has defined administration as doing extremely well what should not be done at all. The office superintendent should give heed that he does not place too much of his capital stock in machinery and organization. Well matured plans he must have, but the danger lies not so much at this point as in his inability to get his teachers to execute them intelligently and with a large measure of his own belief and enthusiasm in them.

Get in Touch.

To secure these essential conditions he must first of all see that his teachers are put in possession of the purpose and methods of new policies which are being inaugurated, or of general and well established ones, for that matter. Much of the opposition and inertia found in a teaching force, when such does unfortunately exist, is there because those to whom they should look as leaders have failed to show them plainly and fully the end in view, as well as the general method of its accomplishment. To do this a superintendent or principal can afford to be at infinite pains, through general meetings, of course, but by personal conferences with his stronger teachers as well, that the work may realize a proper achievement. Nor is his obligation met then, but he must see to it that the work is actually done.

It is not enough to organize a movement instructing and advising as to its successful accomplishment, but the momentum of confident enthusiasm radiating from him must carry all before it. Unless his teachers are instructed and reasonably enthusiastic in their work only mediocre results can be obtained, and here the personal or extra-official relations of the superintendent toward his teachers are of the utmost importance. We repeat, again, it is folly to expect teachers to receive directions from the superintendent, issued in form of orders, and execute them with anything like satisfactory results. The superintendent must know his teachers at work in their schools. Favorites he must not have. But there is absolutely no way, aside from personal visitation and conference, of knowing the teacher at her work, and there is no other way of the teacher knowing the superintendent. This latter point, so important to the teacher, is often overlooked, and, as a consequence, the superintendent is surprised at the comparative failure of his efforts. As a matter of course, the man who is not qualified and hence probably not willing that his teachers should really know him, can never succeed. The sooner he acts on a proper conclusion and leaves his task to fitter minds and stronger hands the better for all interests, but so long as human nature remains the same the factor of the personal and spiritual elements cannot be overlooked.

The Personal Element.

A certain eastern city a few years ago attained prominence in the school world because of its completeness and perfectness of organization. The system, from an excuse for Johnnie's absence to require exhaustive reports on learned subjects, was exceptionally strong, but results achieved were really little short of failure, due

(Concluded on Page 18.)

The Washington Convention

That Washington is an ideal city for the meetings of the department of superintendence was established by the recent convention held there. The 1908 gathering of the nation's superintendents will be remembered as both profitable and pleasant.

The physical conditions were perfect—good weather, ample hotels, a good auditorium. As was expected, the attendance surpassed that of any previous year, and established a new high-water mark for the association. Bruce's Bulletin listed nearly fifteen hundred names and Secretary Shepard's enrollment was not much short of that figure. The attendance from the New England states, from New York and Pennsylvania was heavy. The South was well represented by large delegations from Florida, the Carolinas, and Virginia. The superintendents of the Middle West came in good numbers, as they always do.

The program was well planned by Supt. Cooper and new lines of thought were opened that will mean much for the adaptation of the public school system to the needs of the nation.

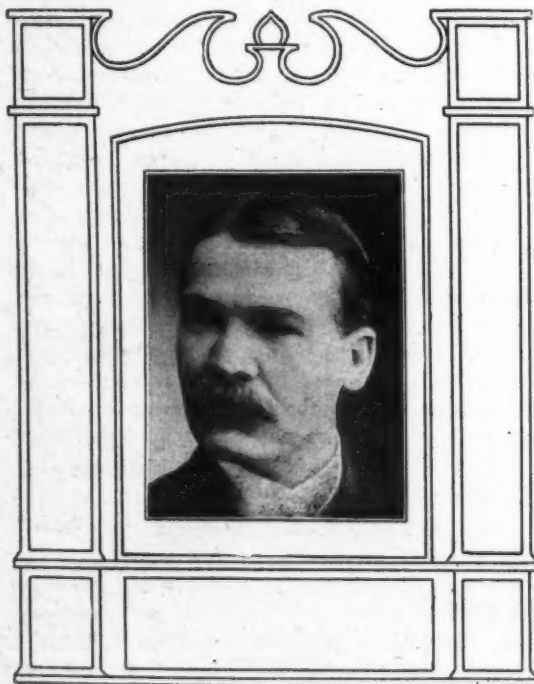
The Meetings.

The convention was welcomed by Speaker Joseph G. Cannon of the House of Representatives, by Commissioner McFarland of the District of Columbia, and by Assistant Secretary Willet Hayes of the Department of Agriculture. Mr. Cooper and Supt. Soldan of St. Louis responded for the department.

On Tuesday the discussion of the "Place of Industries in Public Education" shared with "Agricultural Education" the attention of the superintendents. During the morning session Supt. Heeter of St. Paul and Supt. Kendall led in the consideration of "Ways and Means for Saving Time and Energy in School Work."

On Wednesday morning papers were read by Dr. Gulick of New York and Dr. Harrington of Boston on the "Physical Well-being of School Children." Dr. Gulick pointed out the large number of defectives among children and pleaded for greater attention to gymnastics and play and to all those activities which will build up strong, healthy men and women. Dr. Harrington's address on "Medical Inspection" was timely and enlightening.

Three good papers on "Character Training" were presented in the closing session of the convention by three clever women.



SUPT. A. C. NELSON,
Salt Lake City, Utah.
Secretary-elect, Department of Superintendence.

Presidential Reception.

The reception tendered by President Roosevelt to the members of the department proved to be the gala event of the meeting. It differed from the majority of presidential functions in that the guests did not form in line and shake the president's hand. After they had assembled in the east room and the corridors leading to it, the president arose upon a chair and made a short but thoughtful address. He emphasized the necessity of teaching possible ideals, of training the boy and girl to become useful citizens, capable of earning their own livelihood, of being home-makers and home-keepers. He urged that education should lead toward the farm and toward the workshop rather than away from them.

Business Routine.

The business routine of the convention was perfunctory in character and readily dispatched. President Cooper appointed Mr. L. D. Harvey as chairman of the committee on nominations and Supt. Soldan of St. Louis as chairman of the committee on resolutions. Mr. Harvey reported the following names for officers, and these were unanimously elected:

President, Supt. W. H. Elson, Cleveland, O.; first vice-president, David B. Johnson, Rock Hill, S. C.; second vice-president, Dr. Ida C. Bender, Buffalo, N. Y.; secretary, A. C. Nelson, Salt Lake City, Utah.

Oklahoma City Next.

When invitations for the next convention were called for, State Supt. E. D. Cameron presented the claim of Oklahoma City. He said that the metropolis of our newest state is a hustling city of more than 50,000 inhabitants, with a convention hall capable of seating 5,000 people, and ample hotel accommodations for at least 15,000 visitors. He urged that the superintendents should come because of the good effect which their presence would have upon the newly organized school system of the state. The city of Rochester, N. Y., and Chicago also presented invitations, but when the votes were counted Oklahoma City stood first with some one hundred odd ballots to her credit.

Resolutions Adopted.

The committee on resolutions, in the document which it presented for the approval of the convention, thanked President Roosevelt for the reception, and the local authorities for the arrangements, and President Cooper for his untiring efforts.

The growing importance and increasing necessity for industrial education, and the need of agricultural instruction were vigorously set forth. The department favored the granting of federal aid to state normal schools for the training of teachers of agriculture and home economics. Provision should be made in the large cities for special classes for the instruction of immigrants, backward children and others in need of special instruction. The department once more indorsed the necessity of increasing the scope and prerogatives of the National Bureau of Education.

Allied Societies.

The National Society for the Scientific Study of Education and the Society of College Teachers of Education met during the convention of the department. Supt. Stratton D. Brooks of Boston, Mass., presided over the former and Prof. Charles De Garmo acted as chairman of the latter.

THE SUMMER MEETING.

Since the middle of January two hundred of Cleveland's most prominent and representative citizens—professional men, educators, manufac-



SUPT. W. H. ELSON,
Cleveland, O.

President-elect, Department of Superintendence.

turers, merchants and bankers—have been energetically at work with the citizens' executive committee as the center of activity, preparing for the convention of the National Education Association June 29 to July 3 next.

The rapid progress of the work and the plans so far made indicate that the Cleveland convention will probably be the largest and one of the best in the history of the N. E. A. In fact, the Clevelanders are working with the aim of bringing not less than 40,000 persons to the convention. When it is remembered that within a circle of 500 miles radius, with Cleveland as the center, the greater part of the population of North America is found, the expectation of such an immense attendance seems conservative. The largest previous attendance at an N. E. A. convention was 35,000, at Boston, in 1903.

Cleveland will provide ample accommodations for the immense throng of the nation's educators. The guests will be housed in the numerous hotels and apartment houses, and thousands of private homes. Cleveland has many spacious auditoriums, halls and churches available for convention purposes and conveniently located.

If any of our readers desire information relating to the arrangements for the coming convention, inquiries should be addressed to William G. Rose, Executive Secretary, Chamber of Commerce, Cleveland.

CHICAGO'S NEW SCALE.

The Chicago board of education voted at its first February meeting to increase the pay of all teachers in the elementary schools under its direction. Every teacher will receive an addition of \$25 to \$100 to her annual salary, dating back from January 1st. The salary schedule as amended will provide the following salaries:

PRIMARY—SECOND GROUP.		
Year of service.	Present salary.	Salary for 1908.
First.....	\$ 550	\$ 650
Second.....	600	675
Third.....	625	700
Fourth.....	700	750
Fifth.....	750	800
Sixth.....	825	850
Seventh, etc.	850	875
PRIMARY—FIRST GROUP.		
First.....	900	925
Second.....	950	975
Third, etc.	1,000	1,025
GRAMMAR—SECOND GROUP.		
First.....	550	650
Second.....	600	675
Third.....	675	725
Fourth.....	725	775
Fifth.....	775	825
Sixth.....	850	875
Seventh, etc.	875	900
GRAMMAR—FIRST GROUP.		
First.....	925	950
Second.....	975	1,000
Third, etc.	1,000	1,025
EIGHTH GRADE—SECOND GROUP.		
First and subsequent.....	900	925
EIGHTH GRADE—FIRST GROUP.		
First.....	950	975
Second.....	1,000	1,025
Third and subsequent.....	1,025	1,050



A new salary scale for the school board makes advancement and professional operation was and replaces been in opera

All new to future in the in one of four ing and exper

1. A teacher graduate of equivalent; training in be placed in \$52.50 per m

2. A teacher be a graduate must have proved normal doubted evidence class 3 and m

3. A teacher must be a have had for school training of success; receive \$57.50

4. A teacher experience, must have had mal school tence of suc receive \$60



Teachers' Salaries

Adopts Salary Schedule.

A new salary schedule has been adopted by the school board of Jacksonville, Ill., which makes advancement depend upon experience and professional study. The plan as put in operation was devised by Supt. W. A. Furr and replaces a flat salary scheme which had been in operation for many years.

All new teachers who are employed in the future in the first seven grades will be placed in one of four classes, according to their training and experience:

1. A teacher without experience must be a graduate of an accredited high school or its equivalent; must have not less than a year's training in an approved normal school; shall be placed in class 4 and receive a salary of \$52.50 per month.
2. A teacher with one year's experience must be a graduate of an accredited high school; must have had at least forty-two weeks' approved normal school training; must show undoubted evidence of success; shall be placed in class 3 and receive a salary of \$55 per month.
3. A teacher with two years' experience must be a graduate of a high school; must have had forty-eight weeks' approved normal school training; must show undoubted evidence of success; shall be placed in class 2 and receive \$57.50 per month.
4. A teacher with three or more years' experience, must be a graduate of a high school; must have had fifty-four weeks' approved normal school training; must show undoubted evidence of success; shall be placed in class 1 and receive \$60 per month.

All teachers employed in the eighth grade must have the same qualifications and will receive the same salary as teachers in class 1 of the schedule. Eighth grade teachers will be promoted one step (\$2.50 per month) for each additional six weeks' training which they have had, or may take in some approved normal school until a maximum of \$70 per month is reached. It is provided that they show undoubted evidence of success.

All regular teachers now employed in any of the grades have been placed in that class of the schedule whose salary corresponds to the remuneration they now receive.

They will be promoted one step in the salary schedule for each twelve weeks' training which they have had in an approved normal school, and one step for each additional twelve weeks' training which they hereafter may receive until the maximum salaries are reached.

Teachers who have taught twelve years or more in the Jacksonville school will immediately receive an increase of \$2.50 per month, irrespective of their professional training.

In all cases the superintendents' approval will be required to fix or increase salaries.

New Movement in Milwaukee.

The Milwaukee teachers have begun a movement for securing the adoption of a new salary schedule. They base their plea upon the argument that there is too great disparity between the salaries of the grade teachers and the higher employes of the schools, which should be corrected by increasing the underpaid teachers. There is no encouragement for a teacher to remain in primary or intermediate work, though

specially fitted for it. The maximum is reached in five years and ambitious teachers seek upper grade work because of the larger remuneration, when they are better fitted for the primary or intermediate work.

Proposed Schedule.

	GROUP I.			Reached in
	Min.	Annual Inc.	Max.	
Grades 1 to 4, kindergarten directors, kindergarten assistants, assistant teachers of German....	\$500	\$50	\$1,000	11th yr.
GROUP II.				
Grades 5 and 6.....	600	50	1,000	9th yr.
GROUP III.				
Grades 7 and 8, Cooking, manual training, ungraded classes	700	50	1,000	7th yr.

(a) Vice principals and teachers of German, \$100 per year more than eighth grade teachers. (b) Teachers of the deaf, \$100 more than teachers of corresponding grades. (c) Kindergarten assistants granted one year's experience when promoted to directorship.

The schedule is based upon the following principles: (a) uniform maximum salary in all grades; (b) higher minimum salary in grammar grades than in primary grades; (c) uniform annual increases; (d) higher minimum in primary and elementary grades than at present.

The advantages to be derived from the new schedule are: Teachers will be encouraged to remain in the service, feeling that something satisfactory in the way of salary may be looked forward to. They will be encouraged to take and keep grades for which they are best adapted.

Teachers of experience will be placed in primary and intermediate grades where there now are the greatest per cent of inexperienced teachers and the greatest number of children. It has been estimated that over ninety per cent of the pupils leave the sixth grade. This in itself, shows the urgent need for furnishing strong teachers in those grades in which the great mass of the children are educated.



Group of Superintendents and School Men, on Treasury Building Steps, Washington. Picture taken February 26, 1908, during the Convention of the Department of Superintendence.

Salary
for 1908.
\$ 650
675
700
750
800
850
875

925
975
1,025

650
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725
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900

950
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925

975
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1,050

School Boards; Their Functions and Relations

Associations.—A unification of boards of education can accomplish two specific objects. First, promote their efficiency in conducting the more strictly practical and business branches of their work. Second, bring the school boards into closer relation with the theoretical work of a school system, and, consequently, nearer the teaching force and the more vital and far reaching interests of the school.

The members of the board of education everywhere have hitherto remained in isolated groups, and have sunken into an unconscious egotism, believing that the building of schoolhouses, employment of teachers, adoption of books, and purchase of supplies are simply transactions, requiring no further thought or discussion beyond pacifying a local community. The average school board member believes that his school system is "all right" when matters between the board, teachers, and the public, are harmonious. Standards of excellence involved by comparisons are almost unknown to him. Progress has, as a rule, been made by the professional portion of a school system at the risk of opposition and defeat. Many school boards have, it may be said, obstructed rather than promoted the professional or theoretical work.

The value of county, state and national associations cannot be over-estimated. They not only become a powerful factor in promoting desirable ends in the cause of education, but tend to strengthen the individual member for the duties assigned to him.

County and state associations of school boards are not new, although it was not until within recent years that they have assumed any proportions. In the states of Pennsylvania, Wisconsin, Minnesota, Michigan, South Dakota, etc., the county school directors' association meetings are, in accordance with the law, called annually by the superintendent, and the expense borne by the several school districts. In many other states such meetings are called, although not provided for by law.

The state association of school boards such as are found in Connecticut, Colorado, Minnesota, Michigan, New Jersey, Ohio, Pennsylvania, Indiana, Texas and other states are quite strong and have accomplished much in the way of progressive school legislation.

Authority.—The question as to where the authority of the school board begins and where it ends has frequently assumed a serious phase and has been left to the courts for decision. This question has usually hinged upon the rights of the pupil on or off school grounds. The contention, for many years, has been that the board's authority or that of its recognized agents, ended with the limits of the school grounds. A decision rendered by the Supreme Court of Michigan holds that the authority of the board goes beyond the school grounds whenever the good discipline of the school is involved. If, for instance, a pupil is found in the neighborhood of the school at an unreasonable hour or engaged in mischief the teacher has a right to send him home. The contention here is that while the parent must send the pupil to school the teacher must send him home.

Bi-Partisan.—School boards made up of an equal number of the two leading political parties have not always worked well. Where the preliminaries to an election have been in the hands of the regular political organizations the tendency has been to carry the bi-partisan idea to extremes, in that equal division of recognition and honors were sought regardless of the qualifications of persons. Stagnation and deadlocks have frequently been the result. The tendency is to inject rather than to exclude partisan politics. In many instances, however, bi-

partisan boards have been the outcome of non-partisan movements in the community. In instances of this kind the results have been more favorable.

Character.—The average board is made up of three classes of men, the earnest, progressive and duty-loving citizen; the selfish, vindictive individual, and the indifferent man. The first supports the education leader of the system in very laudable departure; the second annoys and obstructs; the third is the balance of power, and is liable to be led into one or the other camp. The modern board of education is made up of a body of business and professional men, who give their time and effect without compensation. Were it not for the satisfaction of complying with one of the most sacred duties of American citizenship, the position of school board member would indeed be a most thankless one.

"The kind of men wanted on school boards," says an educator, "are such as are strong, of known character and ability. It matters little whether they possess a college diploma or a mere common school education and horse sense; it makes no difference to what political organization they belong, so long as they are wise enough not to carry their politics into the board of education rooms.

"But it is of importance that the men selected to administrate the public school system should be broad-gauged—men who are bossed by no clique, no corporation, no party, and no denomination. It is of importance that they should be men of established reputation, that the people may trust them and receive their decisions with confidence."

Committees.—The number, membership, duties and powers of school board committees vary from the simplest, where there are two committees to a dozen with membership of two to six; from the simplest to the most complex duties; and, with no powers except recommendation to full power to act in the most important affairs.

It is not practical to offer a fixed plan for the organization of committees. Every board makes its own division of labors. A reduction of all the administrative labors into simplest divisions will result in three committees—an educational or school management committee, a building committee, and a financial committee.

The duties of each of three such committees are in larger school boards usually subdivided so as to give each member an equal amount of work. Thus, the educational committee may be subdivided into committees on text-books and course of study, teachers and examinations, apparatus and supplies, rules, etc. The duties of the building committee may be apportioned to committees on new buildings and sites, janitors, heating and ventilating, furniture, etc. The committee on finance may be split into committees on appropriations, audit and salaries. Local exigencies, however, may make it practical to make a different assignment of labors.

All committees to whom any matter has been referred should report thereon at the first meeting after such reference, unless further time be allowed by the board. At the time of making their report, they should return any communication, memorial, account, resolution or other paper relating to the subject referred to them, that it may be filed by the secretary.

Compensation.—There are but few school boards where the members receive any compensation and then only in nominal sums. Memphis, Tenn., for instance, pays the president \$300 per year, and the members \$100 per year. But the office of school director is generally

regarded throughout the United States as an honorary one without any compensation save the consciousness of having served the state in an important capacity.

Deadlocks.—While these tangles demonstrate zeal and tenacity on the part of the individual school members, they are most unfortunate, nevertheless. They must necessarily prove a hindrance to the successful prosecution of school administrative work, and give rise to scandal and public distrust, and at the same time undermine the best discipline of the entire school system.

Democracy.—In order that the spirit of democracy may pervade the entire school system—that there may be no discrimination between rich and poor, between Jew and Gentile—the school board must practice the equality idea. It must permit no favoritism of any kind, either on economical, political, religious or racial grounds.

Discipline.—The duties of school board committees on discipline consist mainly in investigating charges that are made by parents against principals and teachers, on account of excessive punishment of pupils, or any grievance that cannot be settled by the superintendent, and the investigation of the claims against the employees of the board who do not pay their legitimate debts.

Duties.—The state superintendent of Iowa, in a communication to school directors, says: "In your election as members of the board you have been highly honored. You are also charged with great responsibility. To direct the schools with success is the most important work in any community. Upon you depends, in a large measure, the moral tone and the intellectual standard to which they attain. The proper care of grounds and buildings, the economical expenditure of school funds and the employment of good teachers are duties that challenge your best executive ability.

Executive Sessions.—Secret or executive school board meetings are not countenanced in any community for any great length of time. Sooner or later the public will denounce them. The exclusion of newspaper reporters from the meetings is usually the beginning of trouble. Here the reporter must be considered as the representative of the public and as such has a right to seek admission.

Executive sessions are permissible, and even necessary, when delicate matters involving the morality of pupils or teachers is involved.

Fundamentals.—Dr. W. H. Burnham of Clark University lays down the following "fundamental principles of school organization:"

1st—Any system of school administration should be economical.

2d—It should be free from party politics.

3d—It should be of such a character as to stimulate and not to check the local interest and responsibility in education.

4th—It should be free from artificial limitations such as distinctions of sex or race or election by wards.

5th—To be efficient, must be adapted to the community where it exists.

6th—It should be, as far as possible, independent of the municipal government, having full power and responsibility of its own.

7th—Other things being equal, the work of the school boards will be more efficient the smaller the membership.

8th—The executive officers should be experts.

9th—So far as practicable, civil service principles should prevail.

10th—There should be concentration of power and responsibility.

(To be Continued Next Month)



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New Rules and Regulations

Athletic Rules.

Parsons, Kan. A set of rules for the organization and management of athletics in the Parsons high school have been adopted. The school board has ordered that athletics shall be under the supervision of an athletic board, consisting of the high school faculty and two students from each class, one boy and one girl. These student members will be elected annually at the beginning of each school year by the ninth, tenth, eleventh and twelfth grade classes.

The officers will be treasurer, manager, assistant manager, coaches, captains, and any others the athletic board shall create.

The treasurer and manager will be members of the faculty; the assistant manager, a student.

All officers except captains will be elected by the athletic board. The captains will be elected by their respective teams, subject to the approval of the athletic board.

Spaulding's rules are to govern in all classes not otherwise provided for in the regulations.

The treasurer will have charge of all funds of the athletic association and will disburse the same only on the order of the manager.

The manager will have immediate control of all athletics in connection with the high school, subject to the direction of the high school faculty. The assistant manager will act under the direction of the manager.

The coaches will have sole authority in selecting, placing and training the players of their respective teams in practice and contest games, and in prescribing methods and rules governing the same. They will have the power to direct in all cases and at all times pertaining to the best physical training of the players.

No student will be permitted to participate in any game unless he is a bona fide student carrying three subjects of full value. Any senior subject to graduation with less number is eligible.

No student will be permitted to enter any contest game unless he has done passing work for two weeks previous to the game. No student will be permitted to enter any game who shall have dropped a subject in which he has been failing during the two weeks previous to the game.

Teams playing out of town must be accompanied by a member of the faculty and girls by a chaperon.

Adopt Health Rules.

The school board of Jacksonville, Illinois, has adopted a set of health regulations, prepared for it by the sanitary board of the city. These set forth distinctly the duties of teachers in handling cases of communicable diseases.

No person known to be affected with any contagious or loathsome disease or coming from a household afflicted with any contagious disease, shall be received or continued in the public schools. Any pupil not having been successfully vaccinated may be excluded from school at any time.

Children coming from homes in which there exists contagious diseases or diseases believed to be contagious, shall not be allowed to attend school, even though they may have left their home and taken up their abode elsewhere. This rule shall be effective until the child shall have been away from home two weeks or the health warden or attending physician issues a certificate permitting said child to return to school.

Should it appear that a child from any infected home shall be immune, it may, after leaving said infected home and after having its clothing properly disinfected, be allowed to attend school upon presenting a certificate from the health warden or attending physician.

No pupil in whose home there shall be any one afflicted with smallpox, scarlet fever, measles, diphtheria, whooping cough, chickenpox or mumps shall be allowed to attend school until the attending physician shall certify in writing that there is no longer danger to others.

In case there is no attending physician a certificate from the health warden must be obtained before returning to school.

All clothing and school books used or handled by children while suffering from infectious or contagious disease must be thoroughly disinfected under the supervision of the health warden or attending physician before worn or used in school.

Supply Requisitions.

Philadelphia. The board of education has adopted a number of resolutions for the guidance of principals and teachers in making requisitions for supplies:

The principals should be allowed to order, before the summer vacation, more than three-fourths of the amount to which their schools are entitled for the year. The principal of each school is directed to keep a detailed account of all supplies ordered and received from the office.

All principals and teachers are hereby notified that the borrowing or accepting the loan of books or articles of stationery, on account of the schools, from contractors or publishers, or their agents, is entirely unauthorized and positively prohibited.

The committee on supplies and text book reserves the right to scrutinize all requisitions for supplies, and to strike therefrom any book of reference, or any article that it may deem to be not absolutely necessary for the welfare of the school. The committee desires to impress upon the principals the necessity of making requisition for essentials only, so that the schools may not be made to suffer for want of the necessary books, stationery and other articles of supplies required for the use of the pupils.

No teacher shall at any time require or request a scholar to buy any book or article of stationery unless to replace that which has been lost or defaced.

Twelve Payment Plan.

The city of Everett, Washington, has adopted the twelve-installment plan of paying out the salaries of the public school teachers. The rules of the school board are similar to the Seattle rules described last month in the Journal, but differ in the requirements for paying the twelfth installment. The contract which the teachers sign, reads:

"It is understood that at the close of the school year in June, the teacher shall receive the tenth and eleventh (July and August) installment of his or her salaries, and on the first Tuesday in September following they shall be paid the twelfth installment, provided:

"First—A teacher who, because of resignation, renders less than a year's service, shall receive no part of the twelfth installment and

only a proportionate part of the eleventh installment.

"Second—That teachers shall be required to agree by this contract that in case of resignation made after August 1st and prior to the payment of the twelfth installment, only one-half of the twelfth month's salary shall be due and payable."

Purchases of Supplies.

Bridgeton, N. J. The following rules have been adopted by the school board to govern purchases:

No supplies or labor shall be furnished the schools, unless ordered upon a proper voucher supplied for the purpose, signed by the person ordering same and approved by the proper committee.

All orders for supplies or labor, exceeding the sum of ten dollars (\$10.00), must be approved by a majority of the proper committee, of which the chairman of said committee shall be one, while all orders under the above amount may be approved by the chairman alone.

Upon the delivery of supplies, the original voucher, authorizing the same, shall be presented and receipted by the principal of the school concerned or by a person he or she may designate.

When labor is furnished, it shall be the duty of the principal to keep informed, as to the progress of the work and the time spent thereon, and upon completion, report the same to the supervisor, who shall make an inspection and if in his judgment the work is done satisfactory, he shall receipt the voucher, authorizing same. Otherwise he shall report same to the committee in charge.

No bills shall be approved for payment unless accompanied by the original voucher for the supplies or labor furnished and properly signed.

Use of Telephones.

Chicago, Ill. The following rules have been adopted to govern telephones used in the public schools:

The telephone should be used between the school and the board only for such business as requires immediate attention. All other matters should be communicated by mail, or by other methods provided.

No connection should be made between schools except through the exchange office of the board, and then only for school business.

Officials of the board should be given the line at once when asked for, regardless of other connections previously made.

Teachers may not send or receive messages during school hours.

No message shall be received or sent by pupils of the schools.

In order that the substitute service may not be interfered with by other calls not in the nature of emergency business, the lines should not be used for general business before 9:15 a. m.

Urgent requisitions upon the supply department should be made through the exchange office of the board only.

The school board of Tacoma, Washington, has a rule under which no bids for work may be called and no contracts may be let until five days after every member of the board has been provided with plans and specifications. The board recently refused to suspend the rule and clearly defined its policy of keeping the members fully informed concerning the erection and alteration of buildings.

A rule has been adopted by the Chicago board of education that action on reports shall be deferred only upon a majority vote of the members. In the past a simple request of two trustees deferred any report for two weeks.

THE AMERICAN School Board Journal

Reg. U. S. Pat. Off.

DEVOTED TO

School Boards, School Officials and Teachers

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SELECTING SCHOOLHOUSE PLANS.

The time of the year has arrived when school boards usually begin to choose school sites and select schoolhouse plans, either for enlargement or for new structures. Among the duties of school board members there, perhaps, is none more important than the schoolhouse problem, or one which has the closer scrutiny of the taxpayer.

In the selection of schoolhouse plans it is safe to say that the selection of the architect should be the initial step. Architecture has run into specialism, and it may be considered fortunate that this is so. The architect who makes a specialty of planning churches and theaters will build better churches and theaters than one that follows general architectural work.

A modern schoolhouse should be planned by an architect who makes schoolhouses his special study. The progress made in the art of designing, planning and supervising the construction of school buildings is decisive, and at this time the best should be obtained. It is the cheapest in the end.

The exterior design of a schoolhouse is largely a matter of taste. A handsome and dignified structure will, however, do much in elevating the taste of the community and in strengthening local pride.

The real importance lies in the interior arrangement and appointments. In a practical division of space in keeping with present and future requirements, the principal labors of a building committee are confined. The advantage of one plan, the beauties of another, the attractiveness of still another are presented. The persuasion and pull of a local architect against the finish and superior plans of the specialist become factors. Under such conditions only the strong, fearless and loyal school board member arrives at correct conclusions and formulates a wise decision.

Some general rules must be observed. The modern schoolhouse must provide for wide halls and staircases, ventilated cloak rooms, an economical heating system, perfect ventilation, ample and correct lighting, ready access to all class rooms, convenient exits, sanitary closets and serviceable blackboarding. The range of necessities is not covered unless a system of heat regulation is provided. This is strictly in the interests of economy. The efficiency and general order of the school room is greatly facilitated by an electric program clock system. A recitation or assembly room should be in every building having four or more class rooms.

An ill-arranged structure is always an expensive one. With the proper exercise of

care and judgment the various requirements can be embodied in new school buildings without overstepping the bounds of economy and common prudence.

VACATION SCHOOLS.

There is no institution in our cities, large or small, which does as much for the physical, moral and mental welfare of the children during the long summer months as the vacation schools. It may seem out of season to discuss vacation schools at this time of the year. A moment's thought will readily make it apparent that school authorities must act soon if they expect to operate such schools next July.

The object of the vacation school is to instruct and amuse the children of the poor who live in the congested districts of cities and towns. It is intended to keep them away from the hot, noisy streets, and from the dangers that lurk there. Classes are not conducted as during the regular season. The books are not used except to amuse. Manual training for the boys, cooking and sewing for the girls, physical culture for all, music, drawing, nature study—these are the subjects taught. Frequent excursions into the country, to the public parks, to the art galleries and the museums are conducted. The useful and instructive is never neglected, but always made subservient to the pleasurable and the amusing.

If any criticism can be made on the vacation schools, it is to say that there are not enough of them, that they are too short of term and that they have not sufficient funds at their command. The cause of this will be found in the difficulty which every school board has in providing moneys sufficient to conduct all its schools properly. So long as this is true, the vacation schools must depend upon what little can be spared for them. Some cities, as for instance Chicago, have done quite well with the aid of voluntary contributions from outside sources. The women's clubs of that city have contributed the lion's share toward maintaining the fine chain of schools which the board operates. A little well-directed work on the part of school boards would enable them to raise funds. We heartily commend any such efforts.

THE TRUANT OFFICER.

The school truant officer occupies a position of importance in a well-organized public school system. For it depends upon him whether or not the schools will educate all the children who may be living within a given community. To him is entrusted the duty of rounding up those children whom the school does not reach through the ordinary channels of communication and who need most its influence and the benefits it can bestow.

The purposes of school attendance laws are twofold. The primary object is, of course, to force into the schools those children of school age who play truant or who, through the ignorance or indifference of their parents, do not attend. In dealing with these children the truant officer finds his true field of activity. A second purpose of the law is to bring children into the schools promptly as soon as they reach the age of six or seven, and to hold them until they have safely passed the age of fourteen or fifteen. In this the truant officer

may at least aid in starting children to go to school.

Too much care cannot be had in selecting truant officers. They should be men and women of fair education, with some knowledge of dealing with people. They must of necessity be well-informed, tactful, firm and sympathetic. In some cities, the employment of police officers for checking truancy and tardiness has worked well. The uniform has an awe-inspiring effect upon most people, especially the foreign-born. It is a question, however, whether it is not better in the end to employ as truant officers men who can effect their point by kindness and tact rather than force of law. Certainly that must be the final recourse. But, as a general rule it is unnecessary.

Even to the casual observer, it is apparent that our school boards should exercise great care in employing attendance officers. They should pay fair wages, better than at present. The saving of one boy or girl often more than repays all the expenditures made.

CONTRACT-JUMPING TEACHERS.

It has for many years been a problem how to deal with the teacher who holds her contract lightly and gives up her class room labors upon some slight pretext, in the middle of the school year. And, while the great majority of teachers hold their word and their agreement sacred, the few who "jump" their contracts have been a sad reflection upon the whole. The retaliatory measures which school boards have taken have generally been unsuccessful.

"The inviolability of contracts, whether entered into by business men, mechanics, laborers, lawyers, clergymen or teachers, must be respected and should be enforced, writes the editor of a Nebraska daily. If a school district should repudiate its obligations to its teachers they would have a right to insist on specific performance or upon adequate compensation for damages. The average teacher, however, has no financial responsibility that could be enforced, even if the school authorities were disposed, as they usually are not, to pursue the contract-jumper with legal remedies. Yet the fact that the teacher cannot easily be held to the terms of the contract, nor has anything at stake to be lost, should not be allowed to enter into the case. Neither is the threatened revocation of teachers' certificates likely to be effective, although it may have some good influence, because it would not necessarily extend beyond state borders and because, further, most of the contract-jumping is done by teachers ready to abandon the profession for matrimony or other avocations.

"The real remedy for contract-jumping should be applied in the normal schools by emphasizing to the students preparing for teachers' work the importance of scrupulous honesty in business dealings and the disastrous consequences of broken faith. The aspiring teacher should also be impressed with the peculiar position of the teacher in every community as setting an example not only to the pupils in the school room, but to their parents outside."

THE CLEVELAND HORROR.

The schoolhouse calamity, which occurred just as we go to press, in one of the suburbs of Cleveland, O., at which more than one



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NEW





California Children will study the Tarr-McMurry geographies during the next eight years.



Cartoonist Berryman's idea of the President's address to the Superintendents.



The Detroit School Board asks for an increased appropriation.

hundred children lost their lives, will teach a costly lesson in school architecture and school management.

When the school buildings throughout the country are considered, the general interior arrangement, the modes of egress and systems of heating, it is only surprising that more calamities are not reported. Most schoolhouse fires occur in the night time and thus obviate the loss of lives. But, the aggregate schoolhouse property which is destroyed every year is so large as to be appalling. In nearly every case the fires are due to defective heating systems. The danger is minimized during the day time when the heating is under personal care and attention. It is human, however, to neglect at times the attention which every heating system requires.

The greater and more dangerous defect in the average schoolhouse lies in the arrangement. Architects who know nothing about school architecture are permitted, because of local influence, to construct buildings that are veritable fire traps. In many instances the watchfulness of teachers and principals only has prevented calamity in times of danger. No thanks are due the school board that trusts the planning and construction of a school building to an inexperienced architect who has never seen the inside of a modern schoolhouse, much less planned one.

The lesson to be drawn from the Cleveland horror applies to thousands of school boards throughout the country. The prompt and safe exit of the inmates of a building in times of a stampede is one of primary consideration.

Every defective building ought to be reconstructed and every contemplated building should be provided with all the safeguards known to modern school architecture.

Doff your hat, says a newspaper paragrapher, when you pass the teacher of the primary school. She is the great angel of the Republic. She takes the bantling fresh from his home nest, full of pouts and passions, an ungovernable little wretch whose own mother honestly admits that she sends him to school to get rid of him. This lady, who knows her business, takes a whole carload of these little anarchists anyone of whom, single-handed and alone, is more than a match for his parents, and at once puts them in the way of being useful citizens.

FRESH AIR SCHOOL.

Individual attention and fresh air are the two main objects which the board of education of Providence, R. I., had in view in establishing the so-called Fresh Air School. The first of these schools was recently opened with about twelve pupils. Twenty of these schools are soon to be placed in operation. The pupils have been taken from all grades. In discussing the plan Supt. W. H. Small says:

"The room in which they are housed is large and airy, having windows on three sides. On the south side are five large windows reaching from ceiling nearly to the floor, so arranged with hinges and pulleys that they can be swung inward, practically opening the entire side of

the building. These windows are to be opened in all weathers, except when snow or rain will beat in.

"To temper the air, at one end of the room are two stoves, one for heating simply, the other a cook stove for warming the soapstones and the midforenoon soup.

"The room is equipped with adjustable desks and chairs on platforms so they may be moved at will. They have been fitted to the needs of each individual child. The sun enters the schoolroom at 9:30 and remains in all day, and the desks are so moved that while breathing the fresh air the pupils also get the benefit of a sun bath.

"The pupils are supplied with large, wadded bags reaching from the feet to the waist, and for extreme weather warm soapstones are provided. They wear outer wraps and hats or not, according to their needs. At 10:15 strong hot soup is given them; a gallon a day is provided. The morning session is from 9 to 11:45, with thirty minutes' intermission, and in the afternoon from 1:45 to 3:30.

"A medical card is provided for each child. One of the medical inspectors examines each child on entrance and will make monthly examinations; the results are recorded permanently on these cards."

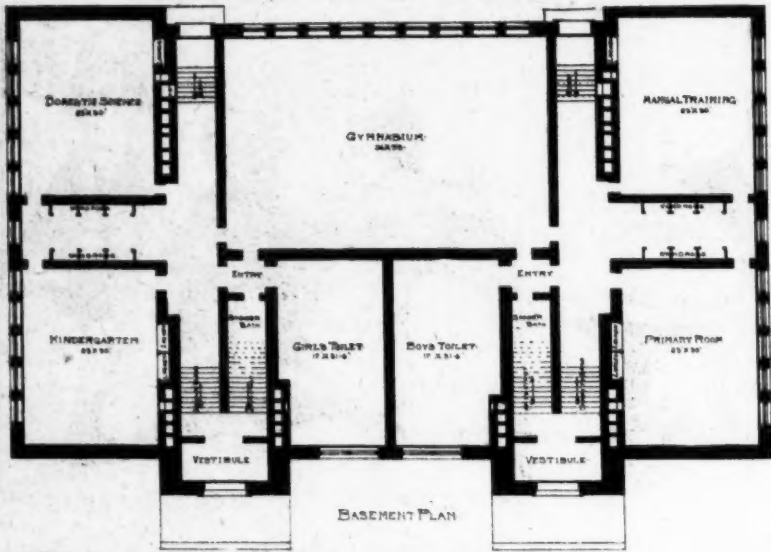
The abolition of the Pittsburg board of education is urged by the local board of trade and other civic organizations. A smaller central board, chosen directly by the people, is favored.



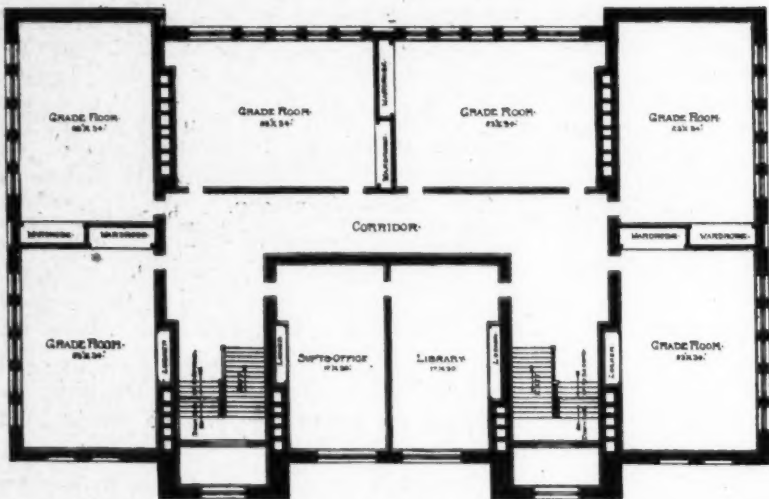
A Common Condition—the Overcrowded School.



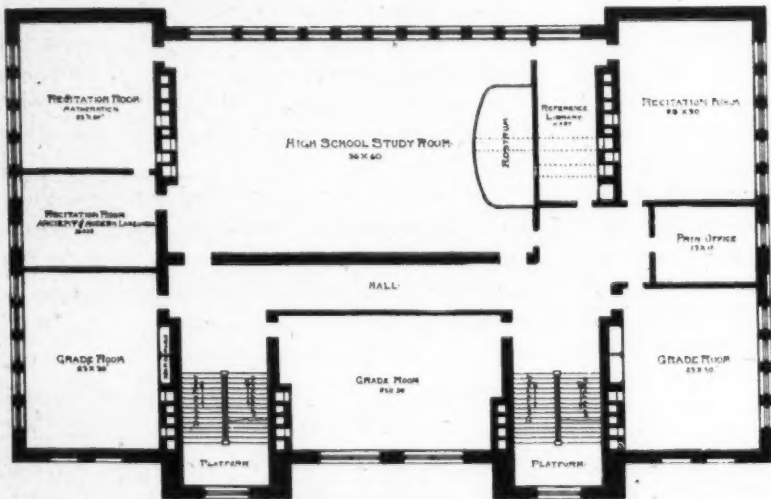
A Domestic Science Class in a New York High School.



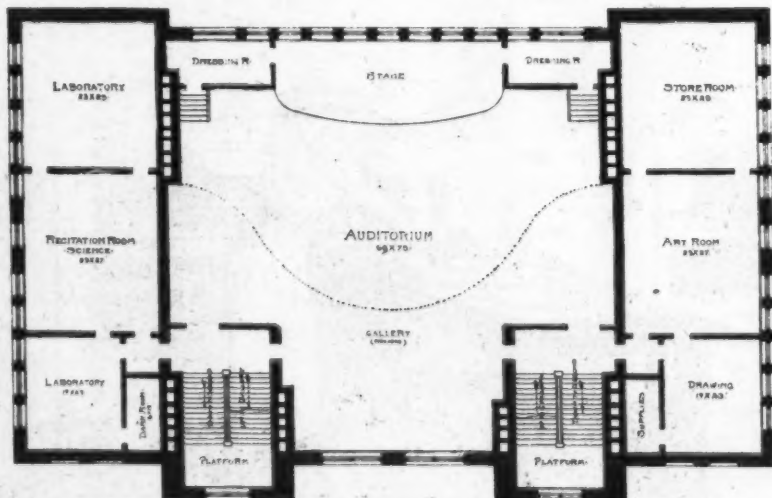
BASEMENT PLAN, SOUTH MCALESTER SCHOOL.



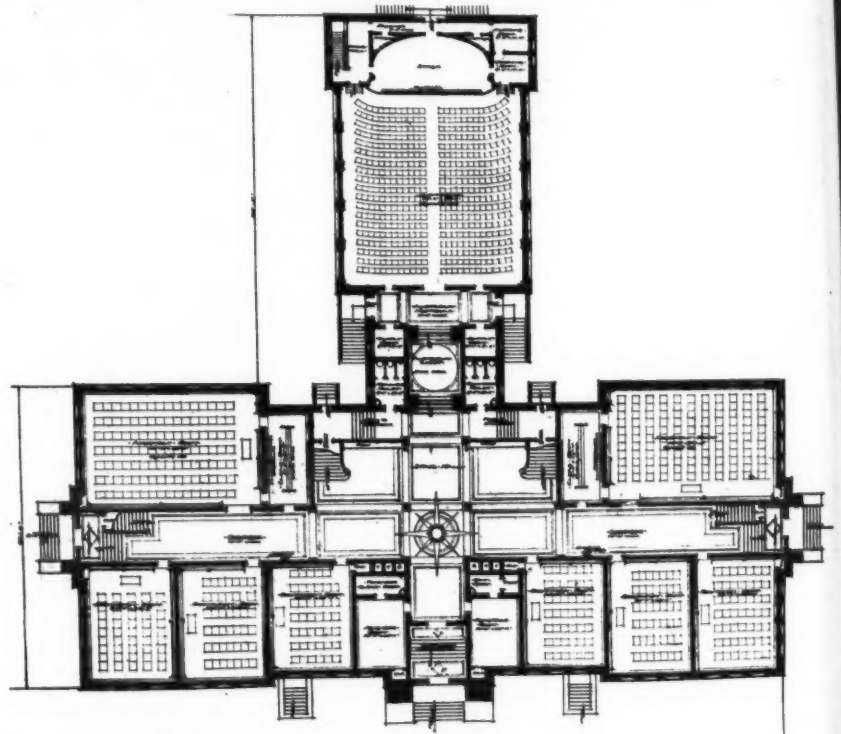
FIRST FLOOR PLAN, SOUTH MCALESTER SCHOOL.



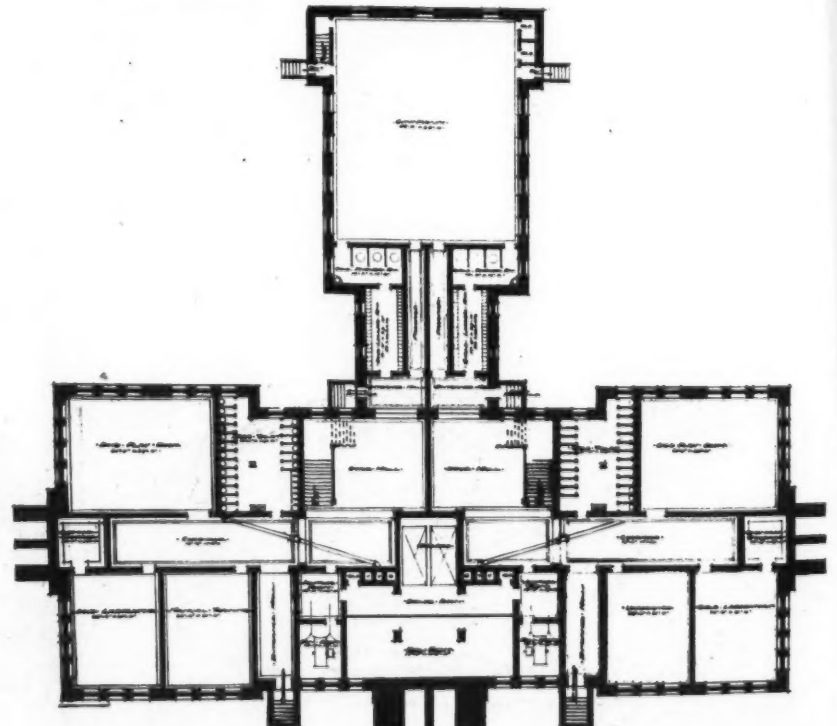
SECOND FLOOR PLAN, SOUTH MCALESTER SCHOOL.



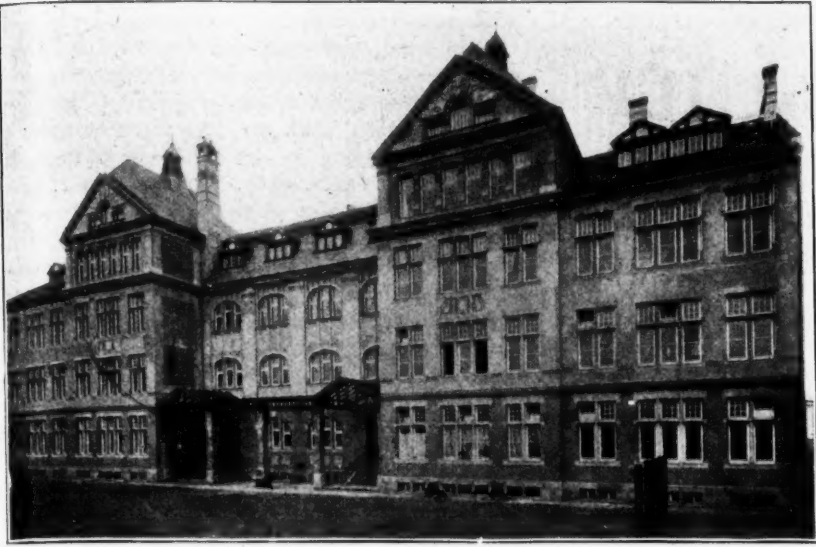
THIRD FLOOR PLAN, SOUTH MCALESTER SCHOOL.

FRONT ELEVATION, NEW SCHOOL, SOUTH MCALESTER, I. T.
W. R. Parsons & Sons Co., Architects

FIRST FLOOR PLAN, NEW HIGH SCHOOL, HAGERSTOWN, MD.

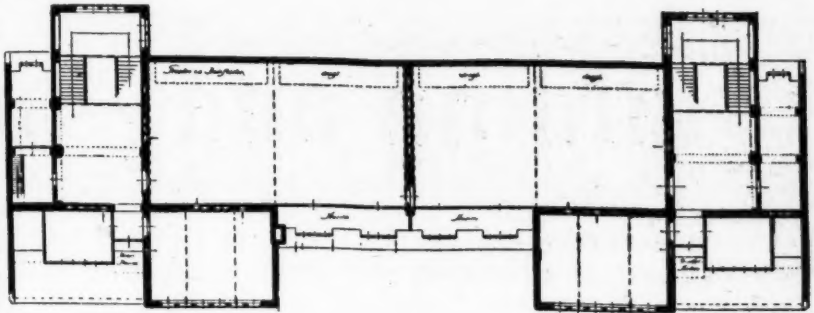


BASEMENT PLAN, NEW HIGH SCHOOL, HAGERSTOWN, MD.

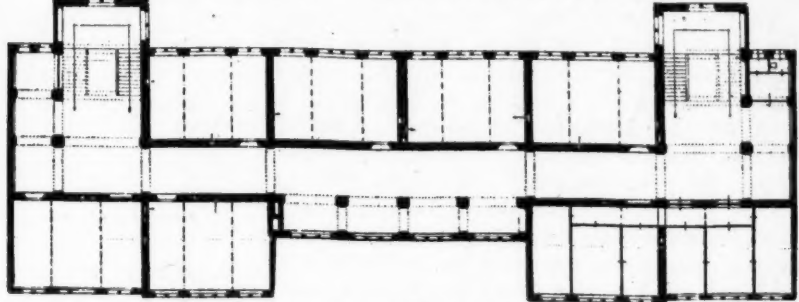


TYPICAL VOLKSSCHULE, DÜSSELDORF, GERMANY.

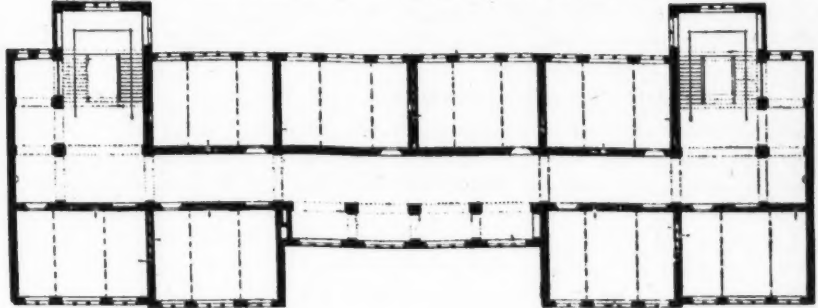
(See page 12)



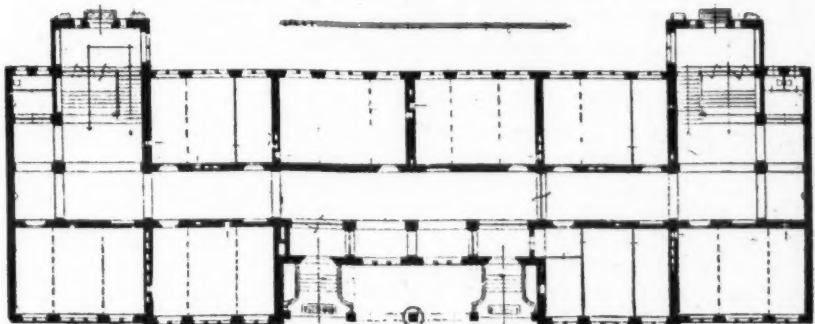
ATTIC PLAN, VOLKSSCHULE AT DÜSSELDORF, GERMANY.



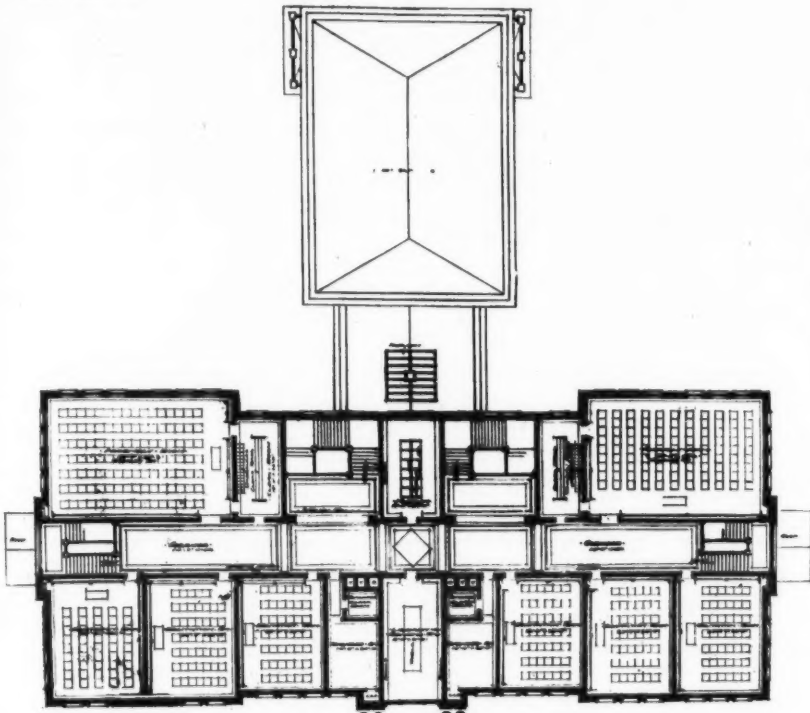
THIRD FLOOR PLAN, DÜSSELDORF SCHOOL.



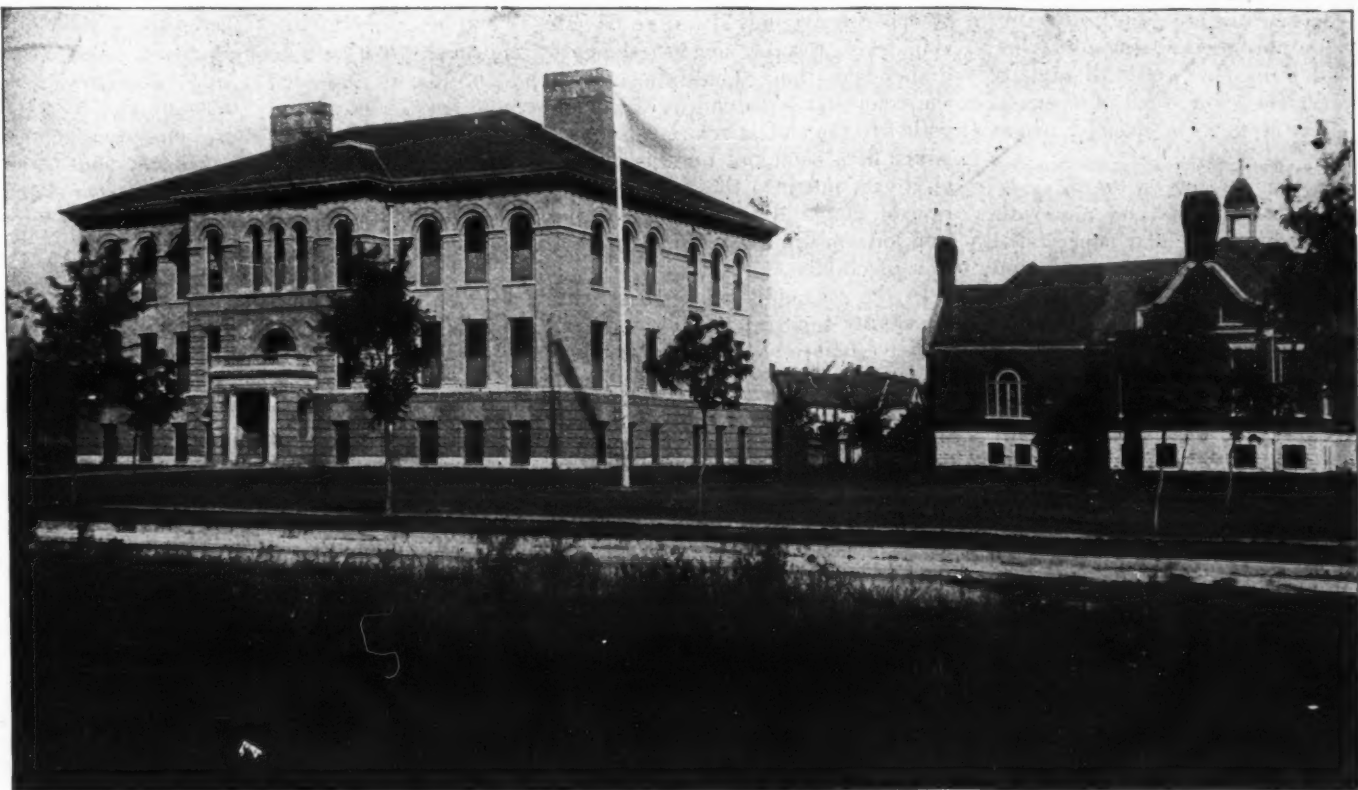
SECOND FLOOR PLAN, DÜSSELDORF SCHOOL.



FIRST FLOOR PLAN, DÜSSELDORF SCHOOL.



SECOND FLOOR PLAN, NEW HIGH SCHOOL AT HAGERSTOWN, MD.



RALPH WALDO EMERSON SCHOOL, OAK PARK, ILL.

Courtesy, W. R. Hatch, Superintendent.

Building and Finance

DUSSELDORF SCHOOL.

The Dusseldorf school, of which plans are shown on page 11, is a typical "Volkschule" or common school for boys and girls. It was erected two years ago at a cost of \$82,500.

In the basement there are the usual rooms for heating and ventilating apparatus, and storage cellars for the cooking schools and for the principal.

On the first floor there are two classrooms, a domestic science room, three ungraded classrooms, the principal's office and living rooms for the janitor. On the second floor there are eight standard classrooms; on the third there are six. The living rooms of the principal are usually located in the school building in German cities. In the present case they are located on the third floor. The large rooms in the attic are drawing rooms. The smaller are intended for physics classes, storage, etc.

BUILDING AND FINANCE.

The new school board of Newark, N. J., has created the offices of school architect and school engineer and will appoint experienced professional men to take up the work.

The architect will be required to prepare all plans for school buildings and furniture and will superintend the construction of the same. He will inspect all buildings in use at least once a year, and make recommendations for repairs and renovations. He will perform such other duties connected with the erection and repair of buildings and furniture as may be required by the board of education.

The school engineer will superintend the janitors and engineers in the schools, as the latter's duties refer to the heating and ventilating apparatus and the plumbing, sewerage and lighting of buildings. He will prepare the plans and specifications for the supervision of the installation of the heating and ventilating, plumbing, gasfitting, sewerage and electrical work for new school buildings and additions.

He will superintend all alterations, additions and repairs to the heating and ventilating apparatus; to the plumbing, gasfitting and electrical work of old buildings, and will prepare plans and specifications for such alterations and additions when it may be deemed necessary so to do.

He will certify the correctness of all estimates and bills for work done and materials furnished under his direction and supervision before they are certified by the committee on buildings, grounds and supplies.

He will superintend the evaporating tests of all coal furnished for the schools.

The architect and engineer will, under the rules of the school board, be required to consult in the preparations of building plans. Should any difference of opinion arise, the same must be referred to the building committee of the board.

Chicago, Ill. An appropriation of \$1,160,000 for the erection of several school buildings has been recommended by the school committee of the council.

The schools to be built are as follows:

Earle school, \$150,000; Fulton school, \$140,000; Jefferson school, \$130,000; Raster school, \$50,000; Tilton school, \$230,000; Carl Schurz school, \$250,000; New Trumbull school, Andersonville, \$210,000.

The appropriations had been requested by the board of education.

Wheeling, W. Va. The school board has instructed Supt. Work to require weekly fire drills in all the schools. The drills have been practiced without system in the past.

Houston, Tex. Fire drills have been ordered in all public schools of the city. It is the intention of the school board to guard the children from all possible danger and chemical extinguishers will be placed in every building.

HYGIENE AND SANITATION.—School hygiene has been defined as the application of a system of principles and rules for preserving the health of children in the schools. It is the duty of school authorities to equip school houses so as to promote the physical welfare of the pupils. The board not only owes such a provision to those who support the schools, but also to the pupils and teachers to enable them to carry out more successfully the work assigned to them. Physical strength is a prerequisite to intellectual strength. The state laws as well as the rules of school boards relating to school hygiene are becoming stricter from year to year as the grave importance of the subject is more clearly appreciated. Heating, ventilating and lighting are factors which are gradually coming within the range of the average school code.

While this movement aims primarily to eradicate the miserable condition of many old buildings and to check the grievous neglect in the sanitation of new ones, there are individual boards whose attitude on the subject is of a most

RELATION OF THE STATE SUPERINTENDENT TO THE COUNTY SUPERINTENDENT

By Hon. J. Y. Joyner.

The relation of the state superintendent to the county superintendent is two-fold: first, general; second, specific.

The work of the state superintendent must be done and all his plans executed largely through the county superintendent. The general relation between them, therefore, should be one of confidence, respect, loyalty, sympathy and cordial co-operation. The state superintendent and the county superintendent should be bound together in the closest relationship by the cohesive power of a common, unselfish purpose, the noblest ever put into the heart of man, the elevation of mankind to a higher plane of civilization, citizenship and service through the education of childhood.

In the accomplishment of this high purpose, the county superintendent should unconsciously and irresistibly look to the state superintendent as a trusted leader and an indispensable, sympathetic co-worker. In all things, the state superintendent should be to the county superintendent a counselor and friend, easy of approach at all times, from whom the county superintendent will be sure of a patient, sympathetic and courteous hearing and answer in all his struggles, perplexities and complaints; and to whom he can look for help in his honest failures and encouragement, appreciation and commendation of his conscientious work and his real success. In criticism and correction, the state superintendent should be candid, but kindly, never dogmatic or dictatorial. In consecration to duty, in courageous discharge of it, the state superintendent should seek to be an inspiring example for the emulation of the county superintendent.

progressive nature. Not only do they recognize only the most approved systems of heating, but the temperature is regulated by automatic devices and kept at seventy degrees, thus insuring the comfort and promoting the physical welfare of both pupil and teacher.

The ventilation in schoolhouses is fixed at 30 cubic feet per minute per pupil. In a number of schools this fresh air is not only warmed to the desired degree, but is freed from dust and soot and supplied with the necessary moisture. The result is a healthful complexion, a better disposition among the occupants of the building and greater activity in schoolroom labors.

Lighting, too, comes in for greater attention now than ever before. The window surface is at least one-fifth and where the conditions of light are unfavorable at least one-fourth of the floor space of a classroom. The fact that the light should come in from one side of the room—the left side—only is being more fully recognized. Glass prisms are beginning to be used in shedding light into the darker recesses of a building.

The sweeping problem, too, has been solved. Instead of the dry broom or wet sawdust method of sweeping the dustless brush is being used. It reduces the dust by fully 90 per cent over the old methods.

The windows, doors and all woodwork in all the rooms are scrubbed and disinfected frequently.

Water buckets and the drinking cup have given way to drinking fountains, which constantly cleanse themselves and are strictly sanitary.

Expectorating on the floors is forbidden and in a number of instances school boards order teachers to wear short skirts in order that no disease germs may be swept from the street pavement and carried into the schoolrooms.

Personal Contact.

For the establishment and maintenance of this general relationship, I believe it to be absolutely necessary to have personal conferences between the state and county superintendents. Nothing can take the place of a hand-grasp, a face-to-face talk, a personal touch, a spoken word of encouragement, a sympathetic exchange of experience and confidence. These can be secured only through general conferences between the state superintendent and all his county superintendents, and through personal visitation of the county superintendent by the state superintendent in his particular field of work.

In my own state, this relation is fostered and strengthened by an annual conference between the state superintendent and the county superintendents in a state association, which every county superintendent is required by law to attend unless providentially hindered, his expenses being paid out of the county school fund. In addition to this state association, the state is divided into five districts of about twenty counties each, with an association for each district, meeting also annually for conference between the superintendents of all the counties of that district and the state superintendent. In this way, the state superintendent meets personally every county superintendent at least twice each year; and the county superintendents have an opportunity to meet and confer with him and each other at least twice in each year. In these meetings there is the fullest and freest exchange of ideas and experiences and the practical discussions of all phases of educational work. They have proved invaluable for strengthening the state superintendent's position between the state and county superintendents and County uniformity, bling each quickly by t other count superintendent. The state time as he c visiting the superintende buggy rides superintende long talks, sometimes f tent and know and to to sympathi state superi the progres about the d ent that cou that is abs the proper and to direc

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able for strengthening the personal relation between the state superintendent and the county superintendent, between county superintendent and County superintendent, and in securing uniformity, unity and harmony, and in enabling each county superintendent to profit quickly by the successful experience of every other county superintendent and of the state superintendent in any particular line of work.

The state superintendent also spends as much time as he can spare from his office duties in visiting the counties and helping the county superintendent in his own field. In the long buggy rides frequently taken with the county superintendent to meet his appointments, the long talks, and the close personal association sometimes for several days, the state superintendent and the county superintendent come to know and to understand each other better and to sympathize with each other more; and the state superintendent acquires information about the progress and the needs of the work and about the difficulties of the county superintendent that could be acquired in no other way and that is absolutely necessary for him to sustain the proper relation to the county superintendent and to direct intelligently the work of the state.

Civic Duties.

In considering the specific relation of the state superintendent to the county superintendent, it is necessary to consider first the general nature of the specific work of the county superintendent. Speaking in general terms, the county superintendent's duties may be divided into civic, professional and executive.

His civic work has to do with his relation to the general public. In a democracy, a successful system of schools must have its roots in the minds and hearts of the people, and must be shaped to meet the needs of their life and to elevate that life to a higher plane. The schools cannot do their best work until the people are behind the schools. The school will generally be as good as the people desire and demand and no better. An important part of the work of the county superintendent, therefore, is the cultivation of public sentiment. The public must be led to see the importance and necessity of education in an age like ours, in a government like ours; to realize the needs for regularity of attendance, for proper equipment in houses and furniture, for school terms of sufficient length, for suitable environment in school rooms and school grounds, for competent teachers, for adequate salaries, and for the money to supply all these. Interest and pride in the local school must be stimulated. Co-operation between the home and school must be fostered.

For the cultivation of that mysterious but potent force that we call public sentiment, and for bringing it to the point of insistent public demand for all these, a tactful and almost continuous campaign is necessary. This campaign must be directed by the county superintendent. In its direction he should have the help of the state superintendent. The state superintendent can help by furnishing facts and arguments for general circulation through printed bulletins and through the newspapers. He can also render valuable assistance by public addresses and by helpful suggestions to the county superintendent and plans and programs from time to time. For the successful direction of this part of his work, the county superintendent must have the respect, confidence and goodwill of the people. If he deserves these, the state superintendent can strengthen him and help him by well-timed expressions of confidence and approval, printed and spoken. In other words, by holding up the hands of the county superintendent wherever they deserve to be upheld.

Professional Work.

The professional work of the county superintendent has to do with the teachers and the

course of study. This is in many respects the most difficult and delicate part of his office. He has a right to look to the state superintendent for help and direction in this work. In fact, under the present conditions, in the South, at least, at present salaries, for the rural school teachers at least, the rank and file of such teachers are mainly dependent for professional study and improvement upon the provisions made and directed by the state and county superintendents for home study and training, through teachers' associations, county institutes and reading circles. In order to have any uniformity, continuity and correlation in this work for the home training of the rank and file of the teachers, the state superintendent must maintain the closest personal relationship to it, and, in fact, must largely plan and direct it through the county superintendent.

Executive Functions.

The executive work of the county superintendent, in the sense in which I have used the term, has to do mainly with the business side of his office. This is perhaps the most tiresome and trying part of his work. As the real executive head of the county school system, he must look after the finances, must be responsible for the performance of their duties by all other county school officials, and for the general execution of the school law. He is in danger of having his entire time consumed and his entire energy sapped by the innumerable, deadening details of this part of his work, and of sinking into a mere office machine. The state superintendent can greatly lighten this part of his work by the preparation and distribution from his office of labor-saving blanks and record books for school committeemen, teachers and other school officials, and by aiding him in systematizing the routine.

Every state superintendent knows that the relation which he must sustain to the county superintendent in this part of his work must be one of loyal support, so far as the facts will justify that support, in cases of complaints and appeals, and one of sharing cheerfully the burden with the county superintendent and assuming frequently a responsibility for the relief of the county superintendent. From the very nature of the case, the office of the state superintendent must be a sort of clearing-house for executive troubles. I am sure that other state superintendents have learned, as I have, that it is safest to refer all complaints to the county superintendent and local authorities and hear their side of the controversy before answering the complaint, and that such a hearing is due the county superintendent. In other words, the relation of the state superintendent to the county superintendent in his executive work should always be one of co-operation and loyal support instead of antagonism, in so far as the facts will justify that.

I am sure that every other state superintendent has learned from experience, as I have, that it is frequently a great relief to the county superintendent to have one somewhat farther removed from the scene of action and from local influences and prejudices to whose shoulders he can shift the unpleasant and embarrassing responsibility, and that the state superintendent owes it to the county superintendent to assume that responsibility for the relief of the county superintendent. How often have we ourselves sighed for the blessed privilege and opportunity of having somebody else a little higher up and a little farther removed to whose shoulders we might shift a disagreeable duty or hard responsibility with relief and profit to ourselves and to our work. It is true that some things can be better done by higher officers farther removed from aggrieved complainants.

The state superintendent should be willing to help the county superintendent in his executive

work to retain the confidence and goodwill of his teachers and his school officers and the general public.

AMONG BOARDS OF EDUCATION.

The San Francisco school board and Supt. Roncovieri have become involved in a controversy whether or not lists of pupils in the city schools should be given out. The superintendent holds that the lists are public documents and as such are accessible to every citizen. He is seconded in his contention by an opinion of the city attorney. The members of the board declare that if the lists are given out there is great danger that they will be used for undesirable advertising purposes.

Newark, N. J. Under the rules of the new "small" board of education three committees succeeded the nine committees of the former board. These are a committee on finance and legislation, consisting of five members; a committee on buildings, grounds and supplies, of six members; and a committee on instruction and educational supplies, of five members.

The rules adopted for the guidance of the committees are brief and comprehensive. They read:

"All committees shall discharge their duties without special direction by the board, but no action of a committee shall be binding until reported to and approved by the board. No member of the board shall be interested in or derive pecuniary benefit, directly or indirectly, from any contract, agreement or purchase made for or by any committee of the board. Every report shall be signed by a majority of the committee and shall contain a statement of facts, with its opinion in writing. No report shall be made by a committee unless the subject thereof shall have been considered at a meeting of which the members have been notified. When such a report is made, a minority of the committee may also present its views in writing."

BRAIN POWER

Increased by Proper Feeding.

A lady writer who not only has done good literary work, but reared a family, found in Grape-Nuts the ideal food for brain work and to develop healthy children. She writes:—

"I am an enthusiastic proclaimer of Grape-Nuts as a regular diet. I formerly had no appetite in the morning and for 8 years while nursing my four children, had insufficient nourishment for them.

"Unable to eat breakfast, I felt faint later, and would go to the pantry and eat cold chops, sausage, cookies, doughnuts or anything I happened to find. Being a writer, at times my head felt heavy and my brain asleep.

"When I read of Grape-Nuts I began eating it every morning, also gave it to the children, including my 10 months old baby, who soon grew as fat as a little pig, good natured and contented.

"Within a week I had plenty of breast milk, and felt stronger within two weeks. I wrote evenings, and feeling the need of sustained brain power, began eating a small saucer of Grape-Nuts with milk instead of my usual indigestible hot pudding, pie, or cake for dessert at night.

"Grape-Nuts did wonders for me and I learned to like it. I did not mind my housework or mother's cares, for I felt strong and full of 'go.' I grew plump, nerves strong, and when I wrote my brain was active and clear; indeed, the dull head pain never returned."

"There's a Reason."

Name given by Postum Co., Battle Creek, Mich. Read "The Road to Wellville," in packages.

School Boards in Convention.

OHIO SCHOOL BOARDS MEET.

By H. P. Brandon.

Members of the Ohio State Association of school board members, at their eleventh annual session at Columbus last month, agreed unanimously that some steps should be taken to safeguard pupils from the dangers incident to bad health on the part of the teachers. Dr. W. O. Thompson, president of Ohio State university, raised the question whether teachers afflicted with tuberculosis should be dismissed from the service. Dr. Will J. Prince of Piqua, who read a paper on "Medical Inspection of Public Schools," in reply to Dr. Thompson's question said that he warmly favored something of this kind. At various medical meetings, he said, this and similar questions had been discussed and the sentiment was practically unanimous that some restrictions should be made. The school board members participating in the discussion which followed seemed to be agreed that a form of inspection should be instituted. There was no definite idea as to what could be done. One delegate suggested the desirability of bathrooms in the school buildings.

In his paper Dr. Prince advocated a medical examiner for the schools. He said such an official could do much to keep the school body in a sanitary condition and lessen the number of pupils retained at home because of sickness. He could spread a more thorough knowledge of hygienic conditions and through lectures and the press give the public considerable valuable information. Dr. Thompson in speaking of the advisability of removing teachers suffering from tuberculosis, said he thought the legislature should make some enactment, rather than leave the matter to the discretion of local boards.

Child Labor and Attendance.

The association went on record as favoring the appointment of a commission to look into the question of child labor and enforced education. The commission would be expected to codify the laws upon the subject. If the Mather bill, introduced in the senate at the instance of the educators, becomes a law, the commission will have five members, representing education, agriculture, labor, employers and the juvenile court. It will examine into conditions relating to the health, education and environment of children. An appropriation of \$10,000 is provided for the inquiry. Members of the commission are to be allowed \$5 a day and expenses while at work.

State Workshops Inspector John H. Morgan, in a paper on "How May the Child Labor and Compulsory Attendance Laws Be Made More Effective," recommended the appointment of more truant officers. An average of 25 per cent of the children in the elementary grades is absent all the time, he said. He pointed out that Columbus, with an approximate school population of 20,000, had only one truant officer.

Walter D. McKinney, secretary of the Columbus Industrial Alliance, an organization of Columbus employers, severely criticised the present compulsory attendance system and declared that it costs considerably more to maintain the prisons than the schools. He believed that too little provision had been made in the educational system for aiding the child who learns by experience and observation and not through books. There are many, he said, who learn through observation, into whose minds educa-

tion could not be forced with the thumbscrew of inquisition. Ten per cent of the new members of congress did not have college education, he said. The great deeds in the world's history had been accomplished by men who wanted an education so badly that nothing could keep it from them, while the shores are strewn with the wrecks of enforced education.

Salaries for School Boards.

Much difference of opinion was expressed by the delegates on the question of compensating members of the board of education for their services. F. H. Haserot of Cleveland, who was elected president of the association for the ensuing year, urged compensation. He said he did not seek compensation as such, but to cover expenses to which members of the boards, anxious to better themselves and the schools, would be put. For himself, he declared, he didn't have to seek this money, but that others should have it. In Mr. Haserot's judgment, the citizen who has passed middle age and is well to do in a financial way is not an ideal member of boards of education, because he lacks enthusiasm and initiative. Younger men possessing these qualities, he said, usually were receiving moderate incomes and could not afford the expenses connected with membership on the boards. This was especially true of the large cities, he said. In response to a request from his audience for an estimate as to how much should be allowed the Cleveland board annually, Mr. Haserot put the figure at \$12,000.

John J. Stoddart, attorney and member-at-large of the Columbus board of education, took decided issue with the Cleveland delegate. He said he didn't believe a single member of the local board wished or would accept a salary. He said that from time immemorial board members had held themselves superior to the mercenary spirit.

Resolutions and Officers.

The association adopted a resolution, urging the proposed amendment to the Ohio constitution, abolishing uniform taxation in the state. Now all property, personal and real, is taxed at the same rate, and the result is that a very large part of the estimated existing personal property is not returned, as the rate in many instances is higher than the interest rate on the securities. The Ohio State Teachers' Association, the Ohio School Improvement Federation and other organizations, including the state board of commerce, are working for the passage of this amendment. It has been recommended by a special commission appointed by the governor. Allen Ripley Foote of the state board of commerce gave an address before the association, urging the desirability of the constitutional amendment. Until something is done with the proposed amendment, it was the sentiment of the school board members that no new tax legislation should be attempted.

The following officers were elected for the ensuing year: President, F. H. Haserot, Cleveland; vice presidents, Andrew Forsythe of Steubenville; W. G. Gwynn of Norwood; secretary, David Kellar of Newark. Executive committee: C. A. Seibres, Toledo; S. B. Hays, Newcomerstown; L. C. Silbaugh, Lancaster; E. E. McCombs, Martin's Ferry; B. Schlessinger, Xenia. Legislative committee: J. J. Stoddart, Columbus; Mrs. A. E. Hyre, Cleveland; George F. Osler, Cincinnati; F. C. Gibbons, Akron, and George W. Carey of Lebanon.

SCHOOL HYGIENE.

The study of oral hygiene is suggested by the dental association of Dayton, O. A committee has been appointed to formulate plans for promoting the study.

A system of medical inspection for the public schools of Woonsocket, R. I., has been adopted by the school committee at the instance of a subcommittee headed by Dr. William F. Barry, author of a well known book on school hygiene. The sum of \$400 has been appropriated for the first year's expense. The city is divided into six districts, to each of which a physician has been assigned. The so-called inspectors serve at a salary of \$50 per year. Their duties have been outlined in rules passed by the school committee, as follows:

"1. To visit the schools in the district twice each week during the sessions of the public schools and at such other times as they may be called upon by the superintendent of schools or by the principal of the building.

"2. To make a prompt examination of all children referred to them by the teacher and to exclude from the school all children who show symptoms of smallpox, scarlet fever, measles, chickenpox, tuberculosis, diphtheria, influenza, tonsillitis, whooping cough, mumps or any contagious skin disease or contagious diseases of the eye.

"3. To make such further examination of teachers, janitors and school buildings as in their opinion or that of the school officials the protection of the health of the pupils may demand.

"4. To make annually an examination of the eyes and ears of the pupils in the several schools of their district and send a report of the same to the superintendent of schools.

"5. To send a written notice to the superintendent of schools, on blanks provided for the purpose, of all cases of the above mentioned diseases which they may discover in the schools, and also of such other matters as they think should be brought to his attention.

"6. To make an annual report to the school committee, giving the details of their work and making such recommendations as they deem for the good of the schools. The teachers shall send notice of the disease or defect from which any child is found to be suffering to the parent or guardian." The medical inspectors are expressly forbidden to prescribe treatment to any pupil examined by them.

The Federation of the Illinois Women's Clubs has begun a campaign in behalf of civic order, decency and cleanliness. The public schools are to be a prominent point of attack. Perfect ventilation and cleanliness is to be secured in all buildings; vacation schools, manual training, etc.

Tennessee. A "County Board Association" has been organized, the membership of which is composed of the members of the various county boards of education throughout the state of Tennessee. This organization was effected in order that the members of the county boards, which were formed under an act of the last legislature, might get together and consider questions especially connected with their work. Annual meetings will be held at the same time and place of the regular meetings of the Public School Officers' Association. The following officers were elected: H. C. Tyson, president; J. T. Stratton, first vice president; J. J. Zuccarello, secretary. Executive committee: Jesse S. Cottrell, East Tennessee; G. L. Morris, Middle Tennessee; James A. Gates, West Tennessee; J. W. Stewart and J. G. Rolow, from the state at large.



GOOD ADVICE FOR BOOKMEN.

From John Preston True.

Stop a bit! It just occurs to me that bookmen get into weird places, far from their commissariat at times, and a bit of applied science may be of worth to them sometime.

One day my wife directed me to bring home that night some oatmeal; which I did. She looked at it, and at me, reproachfully, and said:

"And you've been married to me these many years, and do not yet know that when I say oatmeal I mean Quaker Oats!" (This isn't an adv. of the Q. O.)

"What's the difference?" I made bold to ask.

"O, just the difference in cooking between ten minutes and ten hours!" and I was crushed.

But truth, tho' crushed to earth will rise again; and even so I.

The fire was out. Nath'less, next morning I presented to that astonished queen a dish of oatmeal, perfectly cooked. Was it good? Well, rather. In fact, about the best I ever ate. So said Madame likewise, and demanded at once a bill of particulars. With placid indifference I explained sufficiently.

"O, I just cooked it in the ice cream freezer."

Would you believe it? The statement was looked at with an eye of suspicion, but was a cold fact. Here's how:

Imprimis, into a 3-lb. tin lard-pail I put quantum suff. of the oatmeal and some water, and the pail on the gas-stove. A gas-jet would have served, or a kerosene lamp at a pinch. Then I took the freezer and proceeded to line it with newspapers, peel on peel, 4 to 5 inches thick. By that time the oatmeal was boiling hot. I clapped the cover on, whisked it into the heart of my paper nest, rammed a thick wad of paper on, and set it away on the cellar landing. That was at 7 P. M. At 7 A. M. when I next looked at it the meal was cooked and inches of jelly on the top. A couple of minutes' heating on the gas, and it was ready for serving.

All of which is respectfully submitted to that part of the fraternity as finds itself in strange lands, and compelled even as hoboes to rustle for a meal; but it might not be a bit of misplaced science perhaps in some prairie school-house when the blizzard has begun to rage. Its ways of application are many.

HEATH AGENTS DINE.

A dinner was tendered by the agents of D. C. Heath & Co. to Mr. C. H. Ames during the convention of the Department of Superintendence at Washington, February 25, 1908.

Among those present were: C. H. Ames (secretary), Boston, Mass.; F. O. Spain, Atlanta, Ga.; L. T. Eaton, Buffalo, N. Y.; H. C. Foss, Boston, Mass.; W. H. Ives (W. Mgr.), Chicago, Ill.; E. W. Harvey, Columbus, O.; Fred Gowing, Philadelphia, Pa.; W. E. Pulsifer, Boston, Mass.; E. R. Smith, Chicago, Ill.; J. C. Simpson, Boston, Mass.; L. D. Vose, Chicago, Ill.; Dudley R. Cowles (Adv. Mgr.), Boston, Mass.; L. L. Eaton, Buffalo, N. Y.; E. G. Lyle, St. Louis, Mo.; D. F. Lyons, Fenton, Mich.; E. A. F. Porter, Cincinnati, O.

"Without a City."

"The man without a city" is the appellation applied recently to a popular New England bookman, Mr. Frank J. Sherman of Newson & Co.

Mr. Sherman has for five years resided at 34 Renwick road, Melrose Highlands, Mass., and,

as he supposed, within the corporate limits of the city of Melrose. Last fall Mr. Sherman decided to enter politics, and was in December duly elected alderman of the First ward of Melrose. Before he could assume the seat, however, a survey was made of the line between Melrose and the adjoining town of Wakefield, according to which Mr. Sherman's residence is within the limits of the latter.

Mr. Sherman says that he is certain to retain his seat in the board. He has paid taxes into the Melrose treasury for five years. He thinks that a correct survey will place at least half of his house within the Melrose boundary.

AMONG BOOKMEN.

Mr. D. W. Odell of Cleburne, Tex., presented the argument of Charles Scribner's Sons before the Texas state school book board.

The Ohio Teachers' Reading Circle is managed by Mr. W. E. Kershner, who formerly traveled in the Buckeye state for J. B. Lippincott & Co. In the one year Mr. Kershner took charge of the reading circle the sale of books increased over 60 per cent. The total number of copies of the three books on the list amounted to 26,442 last year, and the indications are that the current year will show a healthy growth.

Mr. J. Beck Blazer, who is the Kansas state agent of the American Book Company, sells voting machines as a side line. Recently he negotiated the sale of \$33,000 worth of machines in one county.

Miss Stella Smith is representing the Sadler-Rowe Company in the eastern states, pushing "Miss Smith's Typewriting Lessons," of which she is author.

Mr. George Hootman, Eureka, Ill., looks after the Sadler-Rowe publications in the middle west.

Mr. A. L. Hart, who for a number of years has had charge of D. Appleton & Co.'s metropolitan field, has left this firm and will cover the same territory for Silver, Burdett & Co.

Mr. Hart succeeds F. D. Beatty, resigned.

Mr. Charles J. Britton, who looked after the high school business of the American Book Company, has been transferred to St. Louis. He works in the Missouri high schools and colleges.

Mr. P. L. Pease has the state of Wisconsin for D. C. Heath & Co. He is occasionally assisted by Mr. L. D. Vose of the Chicago territory.

Edward Day Barker looks after the western business of the University Publishing Company.

Mr. Charles W. Scott has represented the American Book Company and their predecessors for thirty-two years. He resides in Williamsport, Pa., and travels in all parts of the Quaker state.

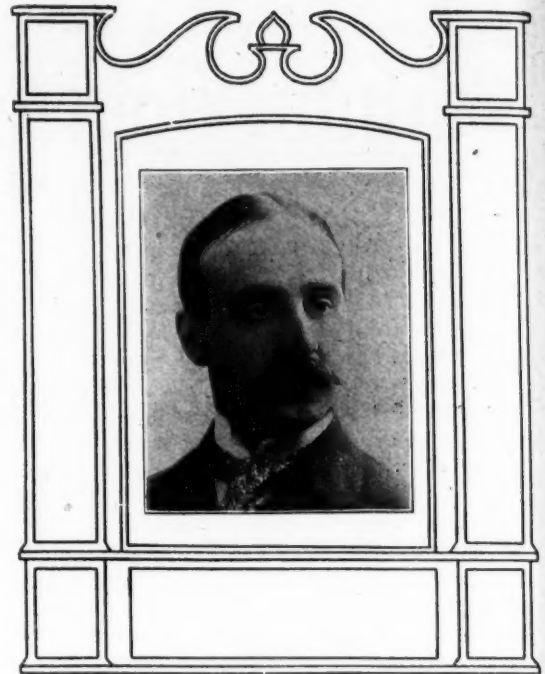
Mr. E. E. Ames, who formerly looked after the Heath interests in the Hoosier state, has entered business at Crawfordsville.

Mr. William G. Smith is the new Iowa agent of the Educational Publishing Company.

Mr. Walter T. Field of the Chicago office of Ginn & Co. is one of the few bookmen who engage successfully in literary work. Mr. Field's little book, "Fingerposts to Children's Reading," recently reached a second edition, and has been placed on several state library lists, the A. L. A. list and the New York City school library list. The book has attracted favorable notice from some of the most eminent litterateurs who are interested in the literature of children.

Mr. Frank D. Beattys who until recently was metropolitan agent for Silver, Burdett & Co., has organized a new firm. He is located in the Brunswick building in New York City.

Mr. W. L. Bonney of the Boston office of the



MR. FRANK D. BEATTYS
who resigned recently from Silver, Burdett & Co., to establish the new firm of Beattys & Co., in New York City.

American Book Company, formerly represented the firm in Missouri.

Mr. Ambrose C. Dearborn is the New England representative of Henry Holt & Co. He resides in New York.

Mr. C. R. Foster is the Minnesota and Iowa agent of Benjamin H. Sanborn & Co. He resides at Des Moines.

Mr. A. L. Ritts represents the A. H. Andrews Company in Altoona, Pa., and the surrounding country.

Mr. George B. Chandler has charge of Connecticut and western Massachusetts for the American Book Company. He is assisted by Albert H. Kirtland, formerly superintendent of schools at Litchfield, Conn.

F. N. Holman, formerly with the American Book Company, looks after the Macmillan interests in Connecticut and a portion of New York state.

Mr. Mark Jouett, formerly high school representative of Ginn & Co. in Connecticut, has been given a position in the home office of the firm. He is succeeded by Mr. F. J. Sagen-dorph, New York City.

AN OLD NURSE

Persuaded Doctor to Drink Postum.

An old, faithful nurse and an experienced doctor are a pretty strong combination in favor of Postum instead of coffee.

The doctor said:

"I began to drink Postum five years ago on the advice of an old nurse.

"During an unusually busy winter, between coffee, tea and overwork, I became a victim of insomnia. In a month after beginning Postum in place of coffee I could eat anything and sleep as soundly as a baby.

"In three months I had gained twenty pounds in weight. I now use Postum altogether instead of coffee; even at bedtime, with a soda cracker or some other tasty biscuit.

"Having a tendency to Diabetes, I use a small quantity of saccharine instead of sugar, to sweeten with. I may add that today tea or coffee are never present in our house, and very many patients, on my advice, have adopted Postum as their regular beverage.

"In conclusion, I can assure anyone that, as a refreshing, nourishing and nerve-strengthening beverage, there is nothing equal to Postum." "There's a Reason." Name given by Postum Co., Battle Creek, Mich. Read "The Road to Wellville," in packages.

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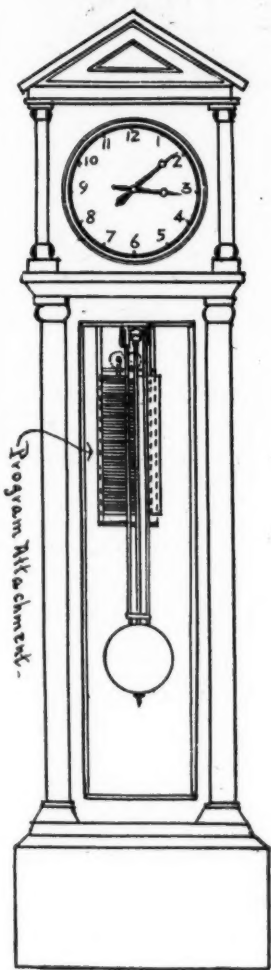
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NEW BOOKS.

The Art-Literature Readers.

Book three. By Frances Elizabeth Chutter. 223 pages; illustrated. Price, 50 cents. Atkinson, Mentzer & Grover, Boston, Chicago.

Book three is one of a series attempting to relate art and literature for school use. Through more than a score of reproductions of their greatest paintings it here introduces children to two of England's greatest painters, Sir Edwin Landseer and Thomas Gainsborough. A lover of animals, Sir Edwin found in them something others did not see. His paintings tell us what he saw and thought. His pictures of dogs are unique. In "Laying Down the Law," the "Two Dogs," "The Connoisseurs," "A Distinguished Member of the Humane Society," we find not only a striking pose, not only silky ears and coats, but earnest, loving, trustful faces, akin to humanity. Ten famous Gainsboroughs show his rare skill in delineating the figure and face of strong men, charming women and dainty children. Interesting anecdotes and biographical sketches give an idea of the personality of these artists.

Fine and not over-familiar selections from eight writers have been grouped into separate sections to give the children an opportunity of studying connectedly the works of different men and women. This arrangement should also cultivate the habit of associating an author's name with his story, poem or article. Reproductions of famous paintings illustrate selections. "The Shoemaker" by Newhuys lends point to Eugene Field's exquisite "Dutch Lullaby," while a misty Corot is found with Louisa M. Alcott's "The Asters."

A bibliography, good suggestions on training to secure thoughtful and fluent reading, means of teaching a child how to discover for himself

the true value of a picture and to tell what he sees in it, are noteworthy aids.

Growth and Education.

By John Mason Tyler, professor of biology in Amherst College. 291 pages. Price, \$1.50, net, postpaid. Houghton, Mifflin & Co., Boston.

A careful and exhaustive study of the growth of children and its relation to their education. This is a book which every teacher who is alive to the importance of the school in our present day civilization should read. The author opens his discussion with a chapter on the present need for physical training and education and then traces man's origin in the light of evolution. He believes that development in early life should result rather through the development of the sense organs and the muscles than these through the training of the brain. After explaining the growth in weight and height, of the neuro-muscular system, and of the visceral organs, he discusses the child during first triennium, during the kindergarten age, the early school age, the grammar school age, the high school age.

Chapters on play, physical training, gymnastics and manual training close the book.

Valuable tables compiled from American and European authorities give dimensions, proportions and weights of children at different periods. The bibliography is extensive.

Latin Word-List.

By Geo. H. Brown, A. M., Cambridge, Mass. Ginn & Co., New York, Chicago.

During the first year of Latin three things are all important for the student—the mastery of the declensions and conjugations, the acquisition of a vocabulary, and a working knowledge of the elements of syntax. The first of these three is by far the most important. Browne's

Latin Word-List is ingenious and will no doubt stimulate interest and greatly aid the student in memorizing his vocabulary. But will it give too much emphasis to this phase of the work? In the hands of an experienced teacher it will not. We therefore most heartily recommend the booklet; but at the same time we caution both teacher and pupil not to neglect the dry and tedious, but more important, task of committing to memory the declensions and conjugations.



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GRAND ISLAND—

A CASE IN POINT!

The Grand Island, Nebr., High School last September introduced the Isaac Pitman system of shorthand. Last month the Grand Island High School displaced that system and introduced

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DO YOU SEE THE POINT? If not send for a list of the high schools in which **GREGG SHORT-HAND** has displaced the old-time systems, and a copy of "Shorthand in the Public Schools."

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New York 378 Wabash Ave., Chicago

SOME ELEMENTS OF SUCCESS AND FAILURE IN PROFESSIONAL SCHOOL ADMINISTRATION.

(Continued from Page 3.)

to a lack of wholesome sympathy between the executive head and the teaching body. The superintendent maintained a certain aloofness and false dignity, and so as a result his unhappy and unfortunate manner of issuing directions or orders served to arouse opposition and the energies of his teachers were largely directed toward avoiding rather than sympathetically and zealously executing them. Had he been at proper pains to enlighten and advise his co-workers, and, by repeated personal visitation to imbue them with his own enthusiasm, success in its fullest measure might have crowned his endeavors. When we come to the real work of the schools—that of teaching the child—it is a spiritual process, and the earlier the administrator of schools recognizes and utilizes that thought in all his work the sooner will the results achieved be commensurate with the efforts put forth.

Solution of Difficulties.

This personal element we have enlarged upon enables the administrator to deal promptly, sympathetically and intelligently with difficulties when they arise, although, as intimated, where proper relations among the workers exist difficulties will be anticipated many times. They may and do loom up as a fog on the horizon, but immediately they feel the genial warmth of the spirit filled teacher and the sympathetic superintendent they disappear as a mist before the dissolving rays of the morning sun. In this connection it should be stated that principals and teachers should be clothed with proper authority essential to the dignity

and responsibility of their work. Their duties should be clearly defined. They should then prove themselves worthy of the authority and power conferred by an intelligent and faithful discharge of every duty assigned, and by a wise solution of problems coming under their jurisdiction. No superintendent in a system of schools of average size can, nor should, desire to have brought before him matters of detail involving a mere question of opinion as to the method of execution. In fact, he can strengthen his workers in no better way, nor impress them with their own personal need of faithful attention to their duties and responsibility than by insisting and demanding, if need be, that the responsibility is theirs and that he holds them accountable only for results. This will enable the superintendent to devote more attention to his own duties and while very often, we are bound to say, the teacher's method proves superior to that of the one higher in official responsibility, the plan will also bring an *esprit du corps* not otherwise possible.

Nevertheless the school administrator realizes that problems arise which he himself should investigate personally. Here, as everywhere, it will pay to meet the issue directly and openly, without evasion or circumlocution of any sort whatever. This attitude of mind is the natural and easy one if he has, instead of surrounding himself with a superficial dignity, kept in close touch with the problems and progress of his schools.

Getting at Difficulties.

Our country and the world has perhaps never seen a better example of a man getting into touch with a situation promptly and then acting with directness and precision than is furnished in the person of our present chief

executive, Theodore Roosevelt. The school administrator can profit by his example. We fear there enters so often the question of policy and the thought that perhaps the most discreet course to pursue will be to do nothing at all, especially if it be a case of discipline of a teacher who is socially or otherwise well liked in the community, or perchance of a son of a prominent citizen or member of the board. Such a policy is to be deplored, and if persisted in will in time work only harm to the school interests. On the other hand, the one who seeks directly the root of the trouble and applies the remedy in the light of his best judgment, will not only build up the schools committed to his care, but find himself more and more regarded as possessed of unusual qualifications for the trust given him.

The attitude we have here outlined which an administrator should take toward his teachers and his work he should attend to the community. The institution of which he is the head should find itself largely in the thoughtful interest of those who contribute to its financial support and who look to it to equip their boys and girls for life's responsibilities.

Public Opinion a Factor.

One of the most vital needs of the public school today, and one which will contribute to its best progress as nothing else can, is the intelligent moral support of the community. Ignorance leads to suspicion and when such a feeling exists between the schools and its patrons there are breakers ahead. We are not pleading that the schools be kept in the limelight and that they enter on a campaign, as it were, by which they practically force attention. We are asking that the community have at all times a fairly intelligent conception of the general policies and plans by

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Send for particulars of a Special mail course to teachers, and a copy of "Which System" and "Pitman's Journal."

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which the schools are conducted. There is really no neutral ground in the matter of public opinion, and it is of much importance that every citizen be counted on the side of the public schools, for every superintendent knows that a few disgruntled patrons can start an opposition which, unless checked, will spell ruin to his fondest dreams. Supt. Stableton says: "There is an atmosphere of public opinion that causes a school system to blossom and be fruitful; there is another atmosphere of public opinion that takes from the school system even the life it seems to have." The superintendent must see to it that the people know his plans and come to have an intelligent sympathy with them. To bring this happy condition about he should utilize every educational factor in the community. The newspaper is a most valuable agent in directing and molding public opinion and is usually very glad to publish whatever the superintendent would like to have its readers know. Often, by editorial comment, it does far more than the superintendent could do by his own unaided efforts. On all proper occasions he should be willing and able to address public and social gatherings on topics related to the schools. He should prove himself a man of affairs and able to venture in an unobtrusive manner into other general interests of the community. In a word, the community is the soil, air and sunshine; it contains the life giving properties in which the plant, the school, must grow. This fact the school administrator must take notice of and by word and deed, in season and out of season, so care for the plant and so cultivate the soil, so cause the rain to fall and the sun to shine, that when the harvest time shall come he may have the precious sheaves for his hire and hear the words once spoken of old, "Well done, thou good and faithful servant."

The restoration of corporal punishment in the public schools has been recommended to the board of education of New York City by a special committee, which has made an investigation of the subject. The board decided to postpone action until a special meeting in March.

"The committee is of the opinion," said the report, "that corporal punishment should be permitted in our schools, in extreme cases only, under strict regulations, and that it should be administered by the principal with the written consent of the parents, or else by a parent in the presence of the principal.

"Where parents refuse to give their consent, or refuse to punish a child themselves in the presence of the principal, we believe that the principal should at once report such child to the city superintendent for suspension, and when suspended the child should be sent to a truant school or a school for incorrigibles.

"The committee believes that the knowledge on the part of the pupils that there is punishment provided for persistent disorderly conduct will, to a great degree, prevent the necessity for its use.

"The committee also recommends that the board of superintendents be requested to recommend at once to the board of education a revision of the course of study in ethics so as to place more emphasis on the respect due from children to

parents, teachers, and others in authority."

Public reading rooms are to be introduced in the schools of Chicago through co-operation of the board of education and the library trustees. Six have been opened, experimentally, in different sections of the city. An expert librarian is in charge of the collection of periodicals, reference books and popular fiction placed in each room.

Boston has an educational museum which will be gradually developed from a nucleus consisting of the material exhibited at the Jamestown exposition. The museum at present occupies a room in the normal school building and contains samples of work in every branch of study and every grade of the schools.

Hastings, Neb. Supt. J. D. French has resigned.

The California state contracts for elementary and advanced arithmetics and geographies will expire next July.

FOR FIRST YEAR READING

The Blodgett Primer

The Blodgett First Reader

The Child's Word Garden

Cyr's Primer

Cyr's Readers by Grades, Book I

The Jones Readers by Grades, Book I

The Finch Primer

Lane's Oriole Stories

Peabody's Step by Step

Cyr's First Reader

The Jones First Reader

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Stickney's First Reader

The Finch First Reader

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Write for an illustrated announcement of 300
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A THEORY OF MOTIVES, IDEALS AND VALUES
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The Benn Pitman System of Phonography is not Positionless,
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It is not a *minus* system in any sense. It employs *all* the tested means of stenographic power, and by those means has produced the largest and most expert body of shorthand writers in the land.

Did it ever occur to you that the shorthands that boast of being *without* shade, *without* position, *without* variable slant are also *without* a representative class of reporters, that they have not produced *even one* reporter of first-rate ability and professional reputation?

Is not the inference pretty clear that these systems are indeed *lacking* in some vital essential?

Perhaps it is position—shade—slant.

The Benn Pitman System is Published by
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JEROME B. HOWARD, Manager.

Write for full information.

HOME TREATMENT OF CONSUMPTION.

To the Editor:

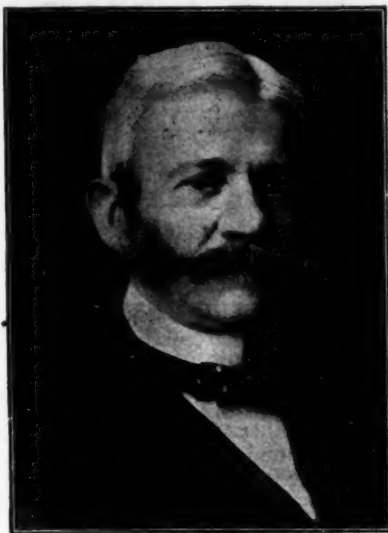
I am pleased to see articles in our medical journals and daily papers calling the attention of the profession to the detection of tuberculosis in its incipient stage in our schools. I was the first physician in the state of Missouri to bring the subject up at the state convention at Excelsior Springs, where I claimed that nearly all cases could be cured if taken in time by family physicians at home. During an active practice of many years I have treated many cases, and I believe that a very large percentage of cases can be cured at home by family physicians. By our present scientific treatment the child should be taken out of school, given outdoor exercise, nourishing food, and medicine as required to check fever or cough. The food should be selected with especial regard to its digestibility and dynamic power to build up the system, and all eaten that the system can digest. Physicians sometimes make mistakes by overfeeding and produce gastritis that will give them a serious backset. As a very large percentage of our consumptives will be treated at home, where they will have the care of relatives and friends to administer to their wants, it is important the physician should inform them of their condition, at the same time assure them they can be cured by strictly conforming to directions. There are few diseases that can be cured with greater certainty than consumption, with proper treatment if taken in time. During infantile years where hereditary, or fed on impure milk from tubercular cows, the fatality is greater. Prof. Koch has established the fact that the sputa of the consumptive may propagate the disease. In New York City it was discovered that a very large percentage of street cleaners died with consumption. On investigation it was found that the disease was con-

tracted from inhaling the dust containing the dried sputum. All cases of consumption should be reported to the board of health, also all advanced cases should expectorate in a spittoon or cup that contains a disinfectant strong enough to kill the germs. However, I will say that I have treated a great many cases in the advanced stage and only in one instance was the disease contracted by friends. I don't consider the disease contagious from the moist expectoration. A person in good health is not liable to contract the disease from the moist expectoration. I have advised very few cases that were favorably situated at home to change their climate. One case who was boarding at a hotel with rather unfavorable surroundings, notwithstanding he was improving, wanted to make a change. He went to San Antonio, Tex., and by exercising in the open air and eating proper food he was back in a few months very much improved. I agree with William M. Donald, professor of the practice of medicine in the Detroit Medical College, who says he proposes to treat his cases at home, where they can be attended by friends. He thinks it cruel to send them to be cared for by strangers, where they are liable to be neglected. In conclusion, I will say that with our present scientific treatment of the disease and a favorable climate, also trained nurses, home treatment will be the best for consumptives, where they will have friends to encourage them and render them as comfortable as possible.

E. A. DONELAN, M. D.,
Medical Examiner of the School District of
St. Joseph, Mo.

Twenty Years' Success.

Peckham, Little & Co. are entering upon their twentieth year as manufacturers and dealers of general school supplies and commer-



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Holden Book Covers, Perfect Self Binders, "T" Back Binder, and Transparent Paper

Do Not be Penny Wise and Pound Foolish

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TEXT BOOK ADOPTIONS.

The Department of Public Instruction of the state of Iowa has placed the "New Practical Reference Library" on the supplementary list for Iowa schools. This library is published by the Dixon-Hanson Co., Chicago, and is widely used by public school authorities.

An edition of Jones' first reader, in the Armenian language, has been published at Constantinople.

D. Appleton & Co. will move about May 1 into new offices at 29-35 West Thirty-second street.

Dr. W. C. Bagley, author of "Classroom Management," "The Educational Process" and other professional books, has resigned his position at the Oswego, N. Y., normal school at the University of Illinois. Mr. Bagley will go to Urbana-Champaign in September.

The Sadler-Rowe Company, Baltimore, has a complete chain of depositories over the entire United States. These are maintained for the convenience of customers:

James B. Wilson, 106-108 Fulton St., New York; Edward E. Babb & Co., 93 Federal St., Boston, Mass.; A. C. McClurg & Co., 215 Wabash Ave., Chicago, Ill.; The Robert Clarke Co., 14-16 E. 4th St., Cincinnati, O.; Southern Schoolbook Depository, 140 Whitehall St., Atlanta, Ga.; Southern Schoolbook Depository, 422 Main St., Dallas, Tex.; Cunningham, Curtiss & Welch Co., 252 S. Spring St., Los Angeles, Cal.; Keeler & Hinckley, Lion House, Salt Lake City, Utah; Omaha News Co., 15th and Davenport Sts., Omaha, Neb.; Cunningham, Curtiss & Welch, 565 Market St., San Francisco, Cal.; South-West News Co., 410 E. 9th St., Kansas City, Mo.; Friends' Book Association, 15th and Race Sts., Philadelphia, Pa.; Lowman & Hanford Stationery and

Printing Co., 616 First Ave., Seattle, Wash.; Out West Printing & Stationery Co., 9-15 Pike's Peak Ave., Colorado Springs, Colo.

TEXAS ADOPTIONS.

The Texas state text book board announced the list of new books for the public schools on February 21st. The following books were adopted for a period of five years:

Speller — The Century Spelling book, Silver, Burdett & Co.

Readers — Wheeler's primer, W. H. Wheeler & Co.; Our Country's readers, books 1 to 5, Southern Publishing Co.

Language and Grammar — Modern English Lessons, Newson & Co.

Composition — Webster's; Houghton, Mifflin & Co.

Geography — Primary, and Advanced; American Book Co.

Arithmetic — Elementary, and grammar school; Scott, Foresman & Co.; mental, the Macmillan Company.

Physiology —

Krohn's, D. Appleton & Co.

Hygiene—Macmillan's, The Macmillan Co. Civil Government—Towne's, Austin Printing Co.

History — Elementary of United States, Southern Publishing Co.; Advanced, Ginn & Co.; Pennypacker's Texas history, Mrs. P. V. Pennypacker.

Agriculture — Elementary, The Macmillan Company.

Writing Books—Berry's, B. D. Berry & Co. Algebra—Ginn & Co.

Supplementary Readers—Wheeler's, books 1 to 3, W. H. Wheeler & Co.

Shorthand in the Executive Departments at Washington, D. C.

Mr. Fred Irland, official reporter of debates in the House of Representatives, in a paper read at the meeting of the Eastern Commercial Teachers' Association, Boston, Mass., held on March 30, 1907, made the following statements: "The official returns show that of the 1,568 stenographic clerks employed in the nine executive departments of the government, 1,360 are writers of the phonography invented by Isaac Pitman.

"It is true that from 60 to 70 per cent of the young people who have studied shorthand in the last five years have studied systems other than phonography. Is it not a remarkable thing that even in the simplest form of stenographic work, where only a moderate degree of skill is required, more than 86 per cent of the everyday work of the country is done by the writers of phonography? Can there be any other conclusion drawn from these statistics than the conclusion that the so-called 'easy' system are purely schoolroom systems, whose writers disappear in the ocean of oblivion when they leave the schoolroom door?"

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Up to Date.

"What have you there?" was asked of a school board member as he broke the wrapper on the package just handed him by the postman.

"This," said he, exhibiting the school board minutes, "is my scrap book."

A teacher was trying to explain filial love and said filia is the Latin for daughter, and filius the Latin for son.

Now what would you think filial love meant?

A little boy replied: "It means the love of one man's son for another man's daughter."



The Climax.

First Schoolmaster—What was the outcome of your latest salary campaign?

Second Schoolmaster—I was dropped for the good of the service.

Ein neues Insekt.
Lehrer: „Renne mir ein nützliches Insekt, Karl!“

„Die Biene.“
Lehrer: „Gut, und Du, Fritzchen?“
„Die Nothbremse!“

Professor: „Himmel, jetzt hab' ich mein Taschentuch verloren.“

Gattin: „Nun, das ist noch nicht das schlimmste. Aber drei Knoten waren d'rin.“

Where Little Willie Scored.

In one of the public schools in an eastern city the teacher was hearing a class in arithmetic, and in illustrating a point, remarked:

"Now, children, if five birds sat in a bunch and I shot at them and killed three, how many would remain?"

"Three, Miss Mary!" was the prompt answer of little Willie.

"Why, Willie," exclaimed the teacher, with a kindly smile, "how in the world do you make that out? Only two would remain."

"Don't you believe it, Miss Mary," persisted little Willie. "The three you shot would remain, and the other two would take a hike to the woods."

Teacher—"Who dwelt in the garden of Eden, Mabel?"

Little Mabel—"Oh, I know—the Adamsses!"

Needed a Change.

"I see," remarked the Esteemed Citizen as he rambled along the main street of the New England College town, "that the authorities are going to enforce the blue laws."

"Yes," was the grinfal response of the Other Party, "I suppose they are tired of seeing the place painted red."

The children were reading "The Old Oaken Bucket"—when one of the boys came to the lines

"Not a full gushing goblet
Could tempt me to leave it,
Though filled with the nectar
That Jupiter sips!"

the teacher asked for the meaning.

A boy said: "It means there couldn't be any wild turkey chase him away."

There Are Others.

Teacher—"Who was it supported the world upon his shoulders?"

Tommy—"Atlas, sir."

Teacher—"Who supported Atlas?"

Tommy—"The book don't say, but I 'spect his wife did!"

Teacher—"Johnny, what is meant by casting bread upon the waters?"

Johnny—"Fishing with dough bait."

Teacher—"Johnny, can you tell me what is meant by a long ton?"

Johnny—"Yessum, a ton of telegraph poles."

Envied.

"Ma had a quarrel with my teacher, so I won't have to go to school no more this term."

"Darn it, I wish my ma was a spitfire, too."



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The Burning Question.

A teacher in one of the public schools of Baltimore was one day instructing her pupils in the mysteries of etymology, when she had occasion to question a boy pupil with reference to the word "recuperate."

"As an example," said the teacher, "we will take the case of your father. He is, of course, a hard-working man."

"Yes'm," assented Charley.

"And when night comes he returns home tired and worn out, doesn't he?"

"Yes'm," in further assent from Charley.

"Then," continued teacher, "it being night, his work being over and he being tired and worn out, what does he do?"

"That's what my ma wants to know," said Charley.

To See It Turn.

One day, says a writer in "Graphite," a little 7 year old who attends the public school and uses a Dixon pencil had a most interesting lesson in geography.

Next morning the family were very much astonished to see Louis up and dressed two hours before his usual time for getting up.

"Why, Louis, why are you up so early?" said the father. "My teacher tells me the earth is round," said the future pride and joy of the household, "and she said it turns over every day, and I got up to see it turn."

Bertie's Penmanship.

When little Bertie entered school his hand in writing wavered, But soon he grew proficient in the kind of script then favored. Spencerian, the fashion was, all dainty in design, The letters had a starboard list and shadings clear and fine. A copybook like copperplate was Bertie's after while; The teachers praised his handiwork— and then they changed the style.

A fretting man was Bertie's pa; he wrote the school a letter: Spencerian was good enough; they could not show a better. The teachers took no heed at all, it scared them not a particle, So Bertie had to start anew and learn to write the vertical. Success, once thwarted, hovered yet to perch upon his pen, When lo! those wicked teachers went and changed the style again!

Backhand and roundhand, square and flat, a new way every year— Poor Bertie worked at each in turn, o'erzealously, I fear. His ma might weep, his father storm to beat the very Dutch, It made no diff. to those who taught not wisely, but too much. And Bertie, seeking clerkship now, appears a hopeless dunce; His penmanship is wretched, for he writes all ways at once.

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CONDEMNNS WHIPPING.

That corporal punishment is not the panacea for correcting evils of discipline in the public schools, is the opinion of Dr. Luther Halsey Gulick, director of physical training in the New York public schools. The difficulties of keeping order in the schools are increasing each year, according to Dr. Gulick, but the problem will not be solved by permitting teachers to whip their unruly charges. The positive value of corporal punishment in specific cases and under the right conditions is not questioned. The real question is whether all teachers in a school system should be permitted to flog at their discretion.

"Punishment, given at once in the heat of resentment, is most dangerous," writes Dr. Gulick in the Archives of Pediatrics. "It gives the impression of being given on account of anger rather than in the interest of morals. On the other hand, punishment given long after the offense, by some other person than the one offended, and upon written charges, seems to fail completely in its moral effect. Corporal punishment as an abstract proposition is quite a different thing from what it is when it is considered in its practical application."

Dr. Gulick then says that the general consensus of medical opinion is against corporal punishment as a means of discipline in the schools, and adds that the investigations of Dr. John J. Cronin have shown that a considerable fraction of the pupils are truants, while the "so-called incorrigibles have physical defects of a more or less serious nature." Continuing, he says:

"There is also ample evidence at hand to show that, with the removal of these physical defects, many become amenable to the ordinary forms of discipline. To whip children who have low mentality, because they do not

successfully respond to mental stimuli, is not only absurd, but tends toward the development of the criminal type, in that it lowers still further the grade of those children so treated. It tends to emphasize the lower motives, such as fear, rather than the higher motives, such as hope. No treatment of the feeble-minded has ever been successful which has been based upon fear; only those have been successful which have been based upon hope and love.

"Children are frequently punished because they are inattentive and restless. This is predominantly due to fatigue, defects of vision, inability to hear well without conscious effort, or because of adenoids, resulting in improperly aerated blood. Under such conditions corporal punishment is vicious.

Punishment Kills Self-Respect.

"Corporal punishment involves a loss of self-respect on the part of the pupil. Self-respect is the most valuable asset making for good conduct, and must be secured by every means within our power. From this standpoint corporal punishment should be altogether abolished.

"There are on record enough cases of injury of a permanent character, inflicted in children by teachers, to make the giving of corporal punishment by teachers recognized as a hazardous matter.

"In view of the progressive history of corporal punishment; by the state for crimes committed by citizens; in the army and navy; its lessening or abolishment in schools; its steady lessening with the progress of civilization in the family, the abolishment of corporal punishment in schools appears to be one of the goals toward which we are coming.

"The Boston public schools now employ corporal punishment. Few if any other large

American cities do so. No one appears to claim that discipline is materially better in the Boston schools than it is elsewhere.

"In some school systems that have changed from having to not having corporal punishment, the year following the change has been marked by insolence and pupil outbreaks. These are almost inevitable. The new form has not yet had time to develop its own power. Two or three years are needed to restore disciplinary equilibrium.

Shorthand Teachers Scarce.

The remarks of a well known publisher in the February number of the School Board Journal in regard to the scarcity of commercial teachers serve to emphasize the point which the Gregg Publishing Company has been urging for some time, namely: that the demand for teachers of commercial subjects, and especially for those possessing a knowledge of Gregg shorthand, is greatly in excess of the supply.

It is for this reason that the Gregg Publishing Company makes a specialty of training for shorthand teaching those who are familiar with other subjects, but do not have a knowledge of Gregg shorthand. The proposition of the Gregg Company in this connection is unusually liberal, as they give a complete course of lessons in the system by correspondence free of charge, and, when the teacher is qualified, place at his disposal the services of their Teachers' Bureau free of charge. Teachers who are anxious to take advantage of this demand for teachers of commercial subjects would do well to communicate with the Gregg Publishing Company, either at its New York office, 1123 Broadway, or at 151 Wabash avenue, Chicago.



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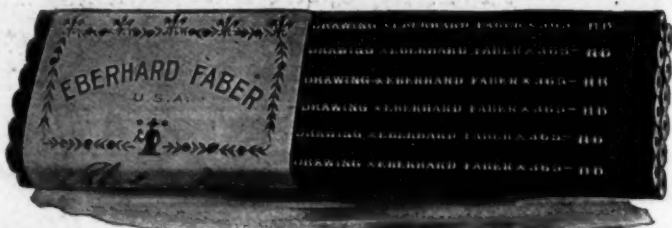
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REPORTERS.—The following rule in relation to newspaper men has proven most serviceable:

Reporters of the different city papers shall be admitted to the meetings of the board, as long as the rules touching the privileges of newspapers and reporters are faithfully observed. Such reporters may make copies and take minutes of papers and proceedings. But the presiding officer of the board for the time being may interdict the publication of any such matter until the question of leave to publish shall have been decided by the board in session. Any matter directed by the board to be withheld, or in the absence of any order on the subject by the board, then any matter directed by the presiding officer to be withheld from publication shall not be made public.

SUPPLIES AND EQUIPMENT.

Johnson's window shade adjusters have been placed in the high schools recently erected at Avon, N. Y., Chisholm, Minn., and in schools at Armour, S. D., Minot, N. D., and Athens, O.

Oberlin College has fitted a new building with Johnson's window shade adjusters.

The McIntosh Stereopticon Company, Chicago, report, since our last issue, a large demand for their high grade projection apparatus by leading schools and colleges of the country, including the public schools of Port Huron, Mich.; West Des Moines, Ia.; Oberlin, O.; Bloomington, Ind.; Tully, N. Y.; Jacksonville, Ill.; Evanston, Ill., and many other towns. Many of these are for additional lanterns in towns where they are already using a number of the McIntosh Company's instruments. For instance, West Des Moines, Ia., now has in use about a dozen of their instruments in their various grade schools.

The University of Chicago has also placed orders for additional apparatus, already having several of these lanterns in use in their various departments.

Colby College, Waterville, Me., has added another one of the McIntosh instruments to their equipment, and the Onondaga Free Academy, Syracuse, N. Y., has placed one of the McIntosh College Bench Lanterns in their institution. A number of instruments have also been sent to various schools in New Jersey, and California is showing a largely increased demand for the McIntosh instruments.

The contract for master and secondary clocks, comprising the program system of the new Lane Manual Training School, Chicago, has been let to the Hahl Automatic Clock Company.

McHutchison & Co., 17 Murray street, New York, are offering an exceptional quality of select raffia for school use. For the past four years the firm has confined itself to the sale of the Red Star brand, which they import directly from Madagascar. The quality of this brand is always uniform, long, strong, white strands, done up in braided hanks. Their bill carries the guarantee of the firm.

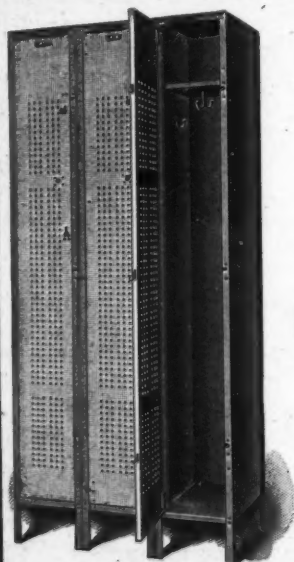
McHutchison & Co. advise all who intend to purchase during the year to place their orders now for present and future delivery. The prices are now at their lowest ebb and will certainly become higher later on.

Mr. J. A. Saunders, who was until recently secretary and treasurer of the North Texas State Normal school at Denton, has gone into the school supply business. His offices and warerooms are located at 122 St. Joseph St., Dallas, Texas.

A new school desk factory will soon be opened in Columbus, Georgia, to be known as the Standard School Desk Manufacturing Company. A dry kiln and a foundry are in course of erection, and machinery has been ordered for the woodworking department. The officers of the company are: M. O. Berry, president; J. B. Banks, secretary; C. D. Berry, secretary and treasurer.

The new establishment, which will manufacture opera chairs, church and school furniture, will be the largest factory of its kind in the south.

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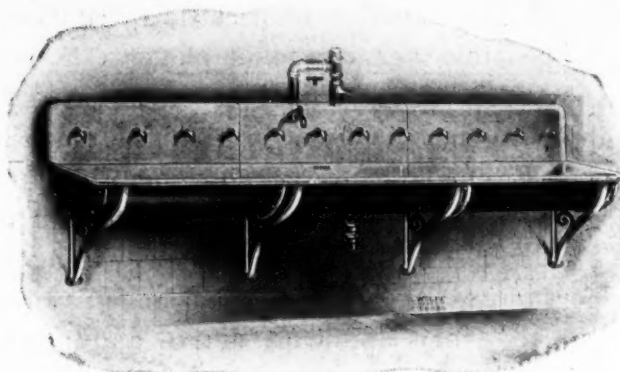
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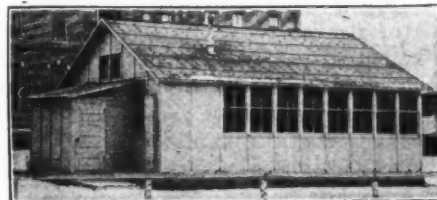
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If you haven't the International Dictionary in your home why not address the publishers, G. & C. Merriam Company, of Springfield, Mass., for specimen pages, styles of binding, etc.? By mentioning this paper you will receive free a most useful set of colored maps. See advertisement elsewhere in these columns.

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TEACHERS' VISIT TO EUROPE.

The National Civic Federation, through the co-operation of the International Mercantile Marine Company and of Alfred Mosely, Esq., of London, has undertaken to arrange for a visit of 500 American teachers to inspect the schools of Great Britain and Ireland. A limited number can arrange to visit the Continental countries as well. Those who make this visit will be met on arrival by committees with whom details as to schools to be visited can be arranged. Within certain limits, 500 teachers can have the benefit of greatly reduced fare for the ocean voyage.

The conditions of the visit are as follows:

The trip must be made during the months of September, October, November, December and January, 1908, east bound; and between November, 1908, and March 15, 1909, west bound. During this period the steamers of the White Star Line, American Line, Red Star Line and Dominion Line will convey the teachers from their respective United States and European ports and back.

The number of teachers who can receive the benefit of the reduced second cabin rates is limited to 500. Of these, not exceeding fifty may visit the Continent, landing at Antwerp. Such a visit would, it is believed, be of peculiar interest to those interested in trade and industrial education. Only those who have a sufficient acquaintance with the French or German language to profit by such visit will be accepted for this part of the trip.

Nominations must be made by boards of education, boards of trustees of individual institutions, or other appropriate educational authorities, and no applications from individual teachers will be received unless transmitted through the appropriate educational authority and with its endorsement. In making allotments, preference will be given to nominations made by those educational authorities who propose to continue the stated compensation of the person named during his or her absence, for the purpose of making this visit.

The selection of teachers will be confined to those engaged in elementary and secondary schools, in industrial and technical schools of elementary and secondary school grade, and in institutions for the training of teachers.

In case more than 500 nominations are received the teachers selected to make the visit will be chosen equitably from different sections

of the country and from different types or grades of educational work.

The National Civic Federation, through its appropriate officers, reserves the right to make such selection of teachers as may seem to it best.

The teachers selected who desire to take advantage of the reduced steamship rates will be assigned a definite ship and sailing date both the outward and homeward voyage. In making such assignment, the desires of teachers as to ports, ships and dates will be taken into consideration as far as possible.

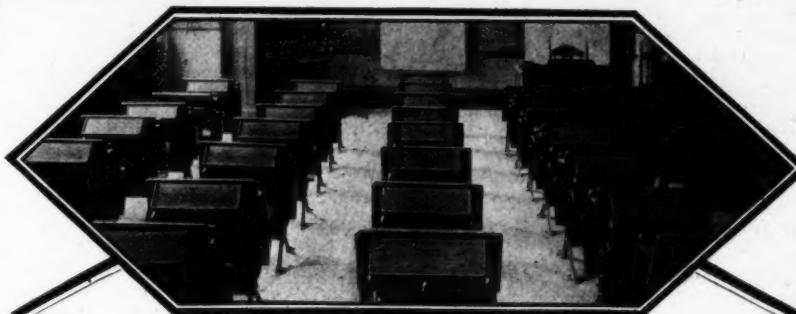
Applications will be furnished, with complete data as to the probable cost of a visit of from four to six weeks' duration. Applications must be made in writing before June 1 on a form which will be sent upon request. Correspondence should be addressed to Secretary R. P. Falkner, 281 Fourth Ave., New York City.

GARDEN CITY EDUCATIONAL CO.

The Garden City Educational Company, 40 Dearborn Street, Chicago, has been in the van in the movement for introducing the crafts and manual construction in the schools. This firm has kept pace with the rapid growth of the hand-work idea and even set the pace for it. The wide experience they have gained and the extensive stock they have been enabled to carry qualify them to handle equally well the business of the large city and the smallest school. Raffia and reed work are holding their own in the schools, but there has been a wide increase in the variety of work now undertaken. Heavy sales are reported in weaving materials, yarns and chenilles, and also in leathers, leather tools,

metal supplies and the more practical and desirable materials generally.

The art idea in manual construction is becoming more pronounced and most teachers are careful not merely to have their pupils produce a useful object, but also one that manifests some attention to appropriateness of form and beauty of color. This emphasis is reflected in the demand for materials for color work and also for those materials that lend themselves to simple and effective combination, such as papers, binding materials, burlaps and the various art cloths and textiles. The pages of suggestions embodied in the catalogue of the Garden City Educational Company have proven very popular and many institute conductors have secured copies for the use of the pupils in their classes.



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It has been proven beyond a shadow of doubt that many diseases of school children can be traced directly to the dusty condition of schoolroom floors. Dust carries the germs of disease. The constant change of classes and the ever moving feet of the pupils cause the dust to rise from the floor and circulate through the air. Proper ventilation aids materially in getting rid of dust, but so long as the floors remain dry and untreated the danger will still exist.

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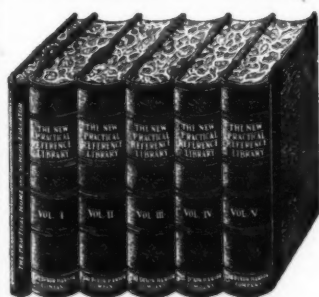
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ALABAMA.

Huntsville—Site has been secured for proposed high school.

ARKANSAS.

Branch—Contract let for \$2,000 school. Gurdon—School will be built. Hope—Contract was let for 2-story school. Fort Smith—School will be erected.

CALIFORNIA.

Cahuilla—Day school will be built. Gilroy—Industrial Home for Girls will be built. Golden Gate—School will be built; \$81,000. San Mateo—Plans have been prepared for 8-room school. Hollister—Arch. W. H. Weeks, Watsonville, has prepared plans for county high school.

COLORADO.

Colorado Springs—Contract was let for industrial building. State School for the Deaf.

DELAWARE.

Wilmington—School will be built.

DISTRICT OF COLUMBIA.

Washington—Plans have been completed for 2-story school.

FLORIDA.

Mulberry—Archts. Bonniwell & Sons, St. Petersburg, have plans for school.

GEORGIA.

Augusta—Bids have been opened for school, Richmond County.

IDAHO.

Twin Falls—Arch. James A. Fennell will prepare plans for school; \$50,000. Buhl—Proposals will be received for 8-room school.

ILLINOIS.

Elgin—Archts. W. W. Abel & Son have plans for school. Geneva Jct.; \$16,000. Alton—3-story school will be erected. Clinton—High school will be erected. Shawneetown—School will be rebuilt. Chicago—Seven schools will be erected. Oconee—School will be erected; \$10,000. Edwardsville—High school will be erected; \$50,000. Philadelphia—School will be rebuilt. Morrison—Arch. J. C. Llewellyn, Chicago, has plans for high school. Washington—High school will be erected. Coulterville—2½-story school will be built.

INDIANA.

Crawfordsville—Archts. Gault & Gault, Terre Haute, are preparing plans for school; \$10,000. Columbus—New school is contemplated to cost \$10,000. Sandborn—2-story school will be rebuilt. Cerealinatown—10-room school will be erected. Zionsville—Erection of school is proposed. Waterloo—High school is being planned.

IOWA.

Des Moines—Arch. James O'Connor is preparing plans for a 2-story academy to cost \$50,000.

KANSAS.

Solomon—Archts. Wilmarth & Zerbe, Salina, have plans for 2-story school. Kansas City—Arch. Wm. E. Harris is preparing plans for 2-story school. Atchison—Archts. Saylor & Sedden, Kansas City, have plans for high school; \$75,000. Linwood—

Arch. W. P. Feth, Leavenworth, is preparing plans for 2-story school to cost \$5,000. Parsons—Colored school will be erected. Topeka—12-room school will be erected; \$35,000. Ackerland—1-story school will be erected.

KENTUCKY.

Louisville—Plans are being prepared for school; \$60,000. Danville—Arch. Henry K. Holzman, Chicago, Ill., has plans for science building, Central University of Kentucky; \$35,000. Louisville—Archts. Meyer & Brenner have plans for 2-story college building; \$20,000. Latonia—Arch. Lyman Walker, Covington, is preparing plans for two 2-story school buildings; \$16,000.

LOUISIANA.

Oak Grove—School will be erected; \$3,500. Forest—Contract was let for 1-story school. Marksville—2-story school will be erected. Gueydan—\$25,000, bonds, issued for erection of school.

MAINE.

Portland—School will be built on Spring street. Readfield—Arch. A. G. Wing is preparing drawings for school.

MASSACHUSETTS.

Northfield—Archts. Parish & Schroeder, New York City, are preparing plans for 3-story school; \$75,000. Greenfield—Bids were received for school. Melrose—Addition will be built to high school; \$75,000. South Hadley—Plans have been prepared for two buildings for Mt. Holyoke College; \$100,000. Lawrence—Plans were accepted for 16-room grammar school; \$85,000.

MICHIGAN.

Bark River—School will be erected. Dist. No. 3, Dighton—Bids will be received for school. Millington—Addition will be erected. Masonville—School will be rebuilt. Kalamazoo—School is being proposed. Elmira—\$7,000 was voted for school. Emmett—Arch. Harry J. Rill, Detroit, has plans for 2-story school.

MINNESOTA.

Lake Wilson—4-room school will be erected. Kenwood—Arch. E. S. Stebbins will prepare plans for school. Sunbeam—Bids will be received for school. Radny—Bids will be received for school. Floodwood—\$15,000 was voted for erection of modern school. Warren—School will be built.

MISSISSIPPI.

Magnolia—Arch. W. J. Bryan, New Orleans, La., has plans for school.

MISSOURI.

St. Louis—Arch. M. P. McArdle will prepare plans for 2-story school; \$20,000. Kansas City—Contract was let for parochial school; \$18,000. Warrensburg—Contract was let for training school.

MONTANA.

Missoula—County high school will be erected. Miles City—2-story school will be erected for Custer County.

NEBRASKA.

Orleans—High school will be erected. Sidney—Plans have been made for addition to school; \$15,000. Nebraska City—High school will be erected; \$60,000. Omaha—Arch. Thos. R. Kimball is preparing plans for parochial school; \$25,000. Hooper—School will be erected.

NEW JERSEY.

Hackensack—Arch. Robt. C. Dixon, Weehawken, has plans for 2-story school to cost \$75,000. Atlantic City—Arch. H. G. Dagit, Philadelphia, Pa., has plans for 2-story parochial school. Hackensack—High school will be erected; \$150,000. Sterling—\$9,000 was appropriated for school. Pleasantville—High school will be built; \$35,000. Princeton—School is being planned. Trenton—Plans have been prepared for Parker school. Garwood—Arch. D. B. Provost, Elizabeth, is preparing plans for addition

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to school; \$10,000. Mullica Hill—Archt. C. R. Peddle, Philadelphia, Pa., has plans for 2-story school. Norwood—Archt. Wm. T. Towner, New York, has plans for school. Tuckahoe—Archt. C. S. Adams is planning a high school to cost \$10,000.

NEW YORK.

New York—Archt. John E. Kerby is preparing plans for 2-story parochial school; \$70,000. Brooklyn—Archt. Albert E. Parfitt will receive estimates for 3-story parochial school; \$175,000. Auburn—Archt. H. Van Buren Magonigle, New York, has plans for addition to grammar school. Mt. Vernon—Archts. Albrow & Lindeberg, New York, have plans for 3-story school; \$100,000. New Rochelle—Archt. Geo. K. Thompson, New York, is preparing plans for 2-story school; \$100,000. Deposit—High school is being proposed. Watertown—School will be erected. Buffalo—Parochial school will be built.

NORTH CAROLINA.

Walburg—Main building, Liberty Institute, will be rebuilt.

NORTH DAKOTA.

Souris—School will be erected. Pretty Rock—School will be erected. Oakes—School will be erected. Fargo—Model school will be erected. Prudenville—School will be erected.

OHIO.

McGuffey—Archts. Howard, Insko & Merriam, Columbus, are preparing plans for 2-story school; \$8,000. Bradford—2-story school will be erected. Terrace Park—School will

be erected; \$25,000. Riverdale—Archt. Earle W. Russ has plans for 2-story school; \$35,000. Port Clinton—School will be erected. Rutland—Archts. Dawson & Holbrook are preparing plans for school. Canton—Plans are being prepared for 8-room school. Collinwood—\$35,000, bonds, issued for school. Youngstown—New school being proposed.

OKLAHOMA.

Oklahoma—High school will be erected. Okeene—2-story school will be erected. Tecumseh—School will be erected; \$15,000. Norman—Combined ward and high school will be erected.

OREGON.

Hood River—School is being proposed to cost \$43,000. Milton—Administrative building will be erected for Columbia College; \$25,000.

PENNSYLVANIA.

Ford City—Archt. W. G. Eckles, New Castle, is preparing plans for

3-story high school. Philadelphia—Archts. Wilson, Harris & Richards have plans for addition to Academy of Sciences; \$200,000. Johnstown—Archt. Emmett Lucas will prepare plans for 12-room school; \$50,000. Mt. Pleasant—Archt. W. G. Sloan has plans for 2-story high school. Philadelphia—2-story college will be erected for physicians; \$300,000. School will be rebuilt. Plymouth—Contract will be let for school. Homestead—School is being proposed. Homeville—Plans are being considered for school. Uniontown—School will be erected, second ward; \$40,000. Kingston—Archt. Owen McGlynn, Wilkesbarre, has prepared plans for 2-story school.

SOUTH DAKOTA.

Rapid City—Plans have been made for school; \$15,000. Bath—Archt. D. C. Washburn, Aberdeen, has plans for school; \$10,000. Wentworth—Plans have been prepared for school. Mitchell—High school is being proposed.

TENNESSEE.

Nashville—\$50,000 was appropriated for school. Huntingdon—Plans have been prepared for school.

TEXAS.

San Angelo—\$34,000, bonds, issued for school purposes. Walnut Spring—Archts. Page Bros., Austin, are preparing plans for 8-room school; \$13,500. Midland—Bids will be received for 2-story school. El Paso—High school is being proposed. Corrigan—2-story school will be erected; \$5,800. Sinton—School will be erected. Stamford—School will be erected; \$30,000. Newton—School will be erected. Livingston—Plans are being prepared for school. Krum—City voted to levy tax for school building. Aquilla—\$12,000, bonds, issued for school.

UTAH.

Ephraim—School will be erected; \$40,000. Ogden—High school is being proposed.

VERMONT.

Center Rutland—Archt. Arthur H. Smith, Rutland, has plans for 2-story school; \$20,000.

VIRGINIA.

Staunton—2-story college building will be erected. Petersburg—Archt. Chas. M. Robinson, Richmond, will prepare plans for school. Glenwood—2-story school will be erected. James City—Plans have been accepted

for high school. Pamplin City—School will be erected.

WASHINGTON.

Walla Walla—1-story school will be erected.

WEST VIRGINIA.

Wheeling—Fourth ward school will be rebuilt. Leatherwood—Archt. Chas. D. McCarthy, Wheeling, has plans for 2-story school.

WISCONSIN.

Spring Green—Archt. T. W. Reeley, Ft. Dodge, Ia., is preparing plans for 2-story school; \$20,000. Janesville—Music building will be built for School for the Blind; \$10,000. Hortonville—2-story school will be erected. Shawano—Bids will be received for school. Madison—School will be erected; \$10,000. Grafton—Archt. Wm. F. Hilgen, Cedarburg, has plans for school.

WYOMING.

Sheridan—Bids will be received for school; \$18,000.

CANADA.

Stratford—School will be erected; \$60,000. Kildonan, Man.—Plans are being prepared for 4-room school.

PLANS WANTED.

Meza, Ariz.—Plans are wanted for a high school. J. D. Loper, principal. Willimantic, Conn.—Competitive plans will be received for a model school, not to exceed \$50,000. Address Thos. D. Bradstreet, comptroller, Hartford, Conn.

Douglas, Ga.—Plans and specifications are wanted for school and dormitory. Southern Normal Institute. W. C. Bryan, secretary.

Cadillac, Mich.—The board will erect a schoolhouse and addition this season. No plans made. A. W. Newark, president.

Rolette, N. D.—Plans and bids will be received for 8-room, brick school. Theo. A. Thorssen, clerk school board. Hamilton, Ohio—The board desires plans for school. Arthur Leatherby, clerk.

Uniontown, Pa.—Plans will be received for ward school. Information furnished on request. Wm. McClelland, secretary.

Midland, Tex.—Plans will be received for 2-story school; \$12,000.

Wheeling, W. Va.—Plans will be received for 12-room school; cost limit, \$60,000.

Front View.

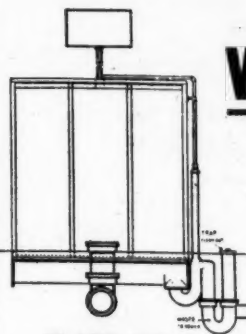


PLATE 1779-N.

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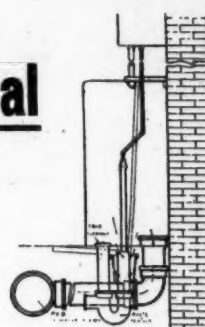


PLATE 1780-N.

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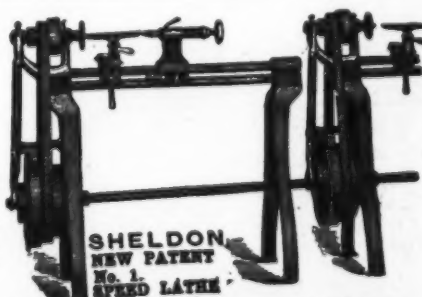


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Mention this publication

Manual Training.

That the public school should make its manual training more practical is the idea of many careful observers outside the teaching profession. This would be speedily effected if our teachers were better trained for their work, writes the editor of the Craftsman in a recent issue of that magazine:

"The work now being done in the manual training schools is a step in the right direction, but, like all other efforts made at present to encourage handicrafts, there are no standards for it, save the individual experience or beliefs of each teacher; also, there are few practical results beyond the generally beneficial effect of the training afforded to the hand as well as the brain of the student. It would be an easy matter to have the woodworking department in a manual training school put under the charge of an experienced cabinetmaker who would teach the boys sound principles of construction and a thorough method of workmanship, just as the apprentices were taught in the shops of the famous old cabinetmakers whose furniture still stands as the height of achievement in this direction. If a school giving a fairly comprehensive course in handicrafts, under experienced and competent instructors, were established in each village, there would soon be no doubt of its practical value to everyone living there."

Slate Blackboards.

"Foote's Slate Talk" estimates the total output of slate blackboards from Lehigh County, Pa., at 670,000 square feet.

"Owing to the unusual size of the beds here the manufacture of slate blackboards has grown to wonderful dimensions. The home of the blackboard business of the world is here. It is a line that is rapidly increasing, and when one considers the yearly growth of this country alone, the vast number of educational buildings that are always being erected and remodeled throughout its entire extent, the future of the slate blackboard business cannot be estimated. Its future cannot be reckoned by its

past. No educational institution is now considered well equipped without slate blackboards, and architects include them in their specifications. So great is considered this field, in a commercial point

of view, that one of the leading operators at Slatington stated that if he alone was permitted to supply only the Commonwealth of Pennsylvania with blackboards his large factories now in operation would have to be considerably enlarged to meet the demand from this state alone. Blackboards from this region are shipped to every state and territory in the Union from the fifteen factories now in operation here."

Stoelting Company Moves.

The C. H. Stoelting Company, Chicago, has removed its offices, warerooms and factory from Randolph street to a new fireproof building at 12-22 South Green street. The new location gives this well known house nearly double the space formerly occupied, and enables them to carry a larger stock of goods and to employ a greater number of men for filling orders.

The history of the C. H. Stoelting Company is a story of consistent and steady growth, both in volume of business and in the quality of the apparatus marketed. A well defined policy of making only the very best instruments, according to the highest standards of construction, has been responsible for the growth.

Sanitary Drinking Fountains.

Question: Will you please give me the name and address of the manufacturer of the school drinking fountain mentioned on page 12 of your February number? If you know the cost, please include that also.—R. R. P., Superintendent of Schools, Hutchinson, Kan.

Answer: Sanitary drinking fountains are manufactured by the N. O. Nelson Manufacturing Company, Edwardsville, Ill., and by the

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Philadelphia. A movement has been begun to equalize the salaries of teachers on an equitable basis. The Teachers' Club has submitted a statement to the board of education, showing that marked differences appear in the pay of teachers doing exactly the same work. A member of the school board is authority for the statement that it will require \$500,000 to do justice to all concerned.



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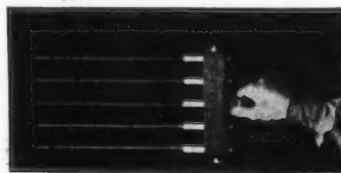
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